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ABSTRACT

Presented are guidelines and evaluative data on five instructional models implemented between 1972 and 1975 to educate emotionally disturbed students in Alachua County Schools (Florida). General information includes the philosphy of the program; a definition and list of characteristics of emotionally disturbed students; and an outline of screening, referral, identification, placement, and dismissal procedures. Described next are the rationales, educational techniques, advantages and disadvantages of the five instructional program models used: self-contained classroom, resource room, crisis intervention room, itinerant program, and diagnostic-prescriptologist. Five program objectives are explained and an evaluation of progress made in meeting them during 1972-74 is provided. Comparative data in the relative effectiveness of the five organizational models for instruction includes characteristics, strengths, and weaknesses of each model and a brief discussion of behavioral and achievement test data. Also reported are program objectives and evaluative data on the two models, resource and self-contained, considered most effective and continued during the 1974-75 school year. Parent education services are summarized. Appendixes include forms used for screening, referral, identification, placement, and dismissal; and technical analyses of data. (LS)

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PROGRAMS FOR THE EMOTIONALLY DISTURBED

A HANDBOOK OF GUIDELINES
AND
EVALUATIVE DATA
ON
FIVE INSTRUCTIONAL MODELS

1974-1975

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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A Public School Program

Developed by the Exceptional Student Education Department
of the Alachua County School District, Alachua County, Florida

An ESEA Title VI-B Project

James W. Longstreth, Superintendent

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PART I

GENERAL INFORMATION

PHILOSOPHY STATEMENT

Since an appropriate education for all exceptional students was mandated by the legislature of the State of Florida effective beginning the school year 1973-74, the School Board of Alachua County developed an educational program to facilitate the education of children and youth who are behaviorally disordered. Thus, it is the position of the Alachua County Public Schools that all children have the right to this program which meets their specific needs and enhances their quality of life. The program is designed to identify contributing factors, develop an appropriate/individualized program, and help the student to return and function in a positive way in the regular classroom setting. Appropriate educational interventions as determined by the student's present needs, may focus on skill development in the cognitive, affective and/or psychomotor domains. The professional education team, parents, and community as well as the student are all vital components in developing, implementing, and evaluating the educational experience designed to facilitate the student's growth. It is the responsibility of all members of the professional education team (regular classroom teachers, special teachers, administrators, psychologists, therapists, etc.) to work toward achieving the optimal learning environment for each identified student.

Therefore, it is our belief that the overall goal for the educational program for emotionally disturbed students is to develop a cooperative effort among school personnel to help return the student to the basic school program as well as to society in general as an effectively contributing member.

DEFINITION AND CHARACTERISTICS OF EMOTIONALLY DISTURBED STUDENTS

Before any program for the emotionally disturbed can be operational and effective, you must first have guidelines to follow in identifying this target population. Alachua County has followed the State Guidelines in their definition and criteria for eligibility for program for the emotionally disturbed.

The following definition and behavior characteristics are used as guidelines in Alachua County:

An emotionally disturbed student is one who exhibits *consistent and *persistent signs of behaviors such as withdrawal, distractability, hyperactivity, or hypersensitivity. SBER 6A-6.301(6)

A child is eligible for placement in a program for the emotionally disturbed if:

1. Enrolled in or eligible for enrollment in the public schools of a district;
2. Exhibits learning problems that are not due primarily to mental retardation;
3. Exhibits severe behavior disorder that cannot be controlled or eliminated by medical intervention;
4. Exhibits an inability to build or maintain satisfactory interpersonal relationships with adults and peers;
5. Exhibits a combination of the following characteristics to the extent that he or she cannot take advantage of or respond to the basic program:
    a. General Characteristics:
        (1) An inability to learn that cannot be explained by intellectual, sensory or health factors;
        (2) Inappropriate types of behaviors or feelings under normal circumstances;

*Persistent--existing for a long or longer than usual time; continuing in a course of action without regard to opposition or previous failure.

*Consistent--marked by harmony, regularity or steady continuity throughout; showing no significant change, uneveness or contradiction.

(3) General pervasive mood of unhappiness or depression;

(4) A tendancy to develop physical symptoms, pain of fears associated with personal or school problems.

b. A more precise list of behaviors that may be observed in the student are as follows:

(1) Short Attention Span: unable to concentrate; not able to pay attention long enough to finish an activity;

(2) Restless or Hyperactive: moves around constantly, fidgets; doesn't seem to move with a purpose in mind, picks on other children;

(3) Does Not Complete Tasks: careless, unorganized approach to activities; does not finish what is started, does not seem to know how to plan to get work done;

(4) Listening Difficulties, Does Not Seem to Understand: has trouble following directions; turns away while others are talking, does not seem interested;

(5) Avoids Participation With Other Children or Only Knows How to Play by Hurting Others: stays away from other children, always plays alone, leaves a group of children when an activity is going on, bites, hits, or bullies;

(6) Avoids Adults: stays away from adults, does not like to come to adults for attention;

(7) Repetitive Behavior: does some unusual movement or repeats words over and over, cannot stop activity himself;

(8) Ritualistic or Unusual Behavior: has a fixed way of doing certain activities in ways not usually seen in other children;

(9) Resistant to Discipline or Direction: impertinence, defiant, resentful, destructive or negative, does not accept directions or training, disagreeable, hard to manage, destroys materials or toys deliberately;

(10) Unusual Language Content: (bizarre, strange, fearful, jargon, fantasy) very odd or different talk with others or in stories;

(11) Speech Problems: rate--speech that is unusually fast or slow; articulation--difficulty making clear speech, repeating sounds, words or phrases, blocking words or sounds; voice--unusually loud, soft, high or low, scratchy; no speech--chooses not to talk or does not know how to talk so that others can understand;

(12) Physical Complaints: talks of being sick or hurt, seems tired or without energy;

(13) Echoes Other's Speech: repeats another person's words without intending for the words to mean anything;

(14) Lack of Self-Help Skills: unable to feel self, unable to dress self, unable to conduct toilet activities unaided, or to carry out health practices such as washing hands, brushing teeth, etc.;

(15) Self-Agressive or Self-Derogatory: does things to hurt self, says things about self;

(16) Temperamental, Overly Sensitive, Sad, Irritable: moody, easily depressed, unhappy, shows exteme emotions and feelings;

(17) Withdrawn: daydreams a great deal, does not mingle freely with other children, gives in, complies without much show of feeling (but may occasionally "blow-up"), not included by other children; doesn't have friends, tends to be an "isolate," out of touch with reality;

(18) Anxious: keeps asking, "Is this right?" "Did I do this right?", wants constant reassurance, has nervous mannerisms, fidgets, bites nails, chews pencils, etc., seldom satisfied with own performance, tends not to get finished, persistent, tends to over-study; tends to be preoccupied with disaster, accidents, death, disease.

These criteria should be used to identify seriously emotionally disturbed students, not students exhibiting classroom management or "behavior" problems. Students should be provided careful diagnosis so that placement in inappropriate programs can be avoided.

SCREENING, REFERRAL, IDENTIFICATION, PLACEMENT, AND DISMISSAL

A systematic screening procedure to identify inappropriate student behavior patterns has been adopted by the Alachua County School District for 1975-76.

The process is as follows:

1. School personnel identify a student who may have a problem.
2. Principal is responsible for conducting a Case Study Conference and completing the Case Study Conference Form* and the School Problem Screening Inventory.*
    a. Evidence of required participants (counselor, referring teacher, any Exceptional Student Education school personnel, parent or guardian or parent surrogate).
    b. Social history and parents' perceptions of child's behavior at home given by the parent.
    c. Statements of problem discussed.
3. Principal is responsible for seeing that every item of the Psychological Services Referral Form* is completed.
4. Principal is responsible for contacting the coordinating psychologist at Psychological Services and set up an appointment for psychometric/psychological services that involve that school.
5. Parent notified of referral for psychological testing.
6. Psychological Services notifies school of any additional data needed to be compiled at the school and sent to Psychological Services.
7. After receiving all of the above data and further evaluation, a psychological report is written and sent to the school. Report and attached data from the school must show evidence of the following:
    a. Intellectual Ability as measured by a standardized instrument such as Slosson over 90, or Wechsler Intelligence Scale(s) or Stanford Binet Intelligence Scale or Cattell Culture Fair Intelligence Scale.
    b. Achievement Level as measured by a standardized instrument such as Wide Range Achievement Test or Peabody Individual Achievement Test or Key Math or Woodcock, or any individually administered achievement test. These scores should be recorded in stanines, percentiles, grade equivalence and/or expectancy age. These achievement tests can be given by school personnel and these test protocols evaluated by Psychological Services personnel.

*Copies of these forms can be found in Appendix A

c. *Psychological Processes* as measured by a standardized instrument such as *Wepman Auditory Discrimination Test*, *Developmental Test of Visual-Motor Integration* (*Berry*), *Illinois Test of Psycholinguistic Abilities*, *Frostig*, selected sub tests of the *Wechsler* scales, *Detroit Tests of Learning Aptitude*, *Bender Gestalt*, *Slingerland*, etc.

d. *Social-Emotional Development* as measured by instruments designed to obtain: (#1 required for all areas, #1-4 required for ED)

(1) Behavior data collected over period of time by referring teacher (anecdotal records, normed rating scales such as *Devereux*, *Behavior Problem Checklist*, *Ottawa School Behavior Checklist*, *Adaptive Behavior Scale*, etc.).

(2) Parent Perceptions (*Vineland Social Maturity Scale*, *AAMD*, or information obtained on Case Study Form).

(3) Personality assessment (*Draw a Person*, *Bender*, *Children's Apperception Test*, *Thematic Apperception Test*, etc.).

(4) Direct observation no less than three times (CASES or district made form).

e. Psychologist evaluation of above data.

8. Principal is responsible for conducting In-school Staffing Conference and completing the Staffing Conference Form.*

a. Evidence of these required participants:

(1) Principal
(2) Counselor
(3) Referring teacher
(4) Possible receiving teacher
(5) Social worker or home-school coordinator (when available)
(6) Exceptional Student Education representative (necessary for all ED self-contained considerations)
(7) Clinical psychologist or psychiatrist (necessary for all ED self-contained considerations)
(8) Others

b. Program recommendation.

c. Alternative and/or treatment plans tried and their results.

9. Principal is responsible for sending all of the above information to Exceptional Student Education Department for certification of eligibility.

10. Exceptional Student Education determines eligibility, sends form* and data back to school.

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*Copies of these forms can be found in Appendix A

11. Principal is responsible for conducting an In-school Placement Conference and completing all items on the bottom half of the eligibility form.

    a. Evidence of these required participants:

        (1) Exceptional Student Education teacher
        (2) Referring teacher
        (3) Principal and counselor (they sign the eligibility form)

    b. Written statements required for treatment strategies and plans for follow-up.

12. Principal is responsible for parent notification of placement change and due process.

13. Principal is responsible for placing the student in a special program only after parent notification is signed and on file in cumulative folder.

14. Principal is responsible for returning the yellow copy of the eligibility/placement form to Exceptional Student Education with date parent notification proof is on file; white copy sent to Psychological Services.

15. Principal is responsible for conducting an in-school staffing for continuation or dismissal from the program at intervals or upon request; and is responsible for distributing the written report to appropriate departments.

16. Any paper work generated 1-15 above must be in the student's cumulative folder together as a unit within that cumulative folder.

DESCRIPTION OF THE FIVE INSTRUCTIONAL PROGRAM MODELS FOR TEACHING EMOTIONALLY DISTURBED STUDENTS

Model I: Self-contained Classroom

Rationale:

The logical basis for the use of a self-contained classroom for emotionally disturbed children is the severity of the disturbance. It facilitates administration and gives the child a place in which he can feel comfortable for his entire school day.

This model also provides the child with the same teacher, allowing for the establishment of better interpersonal relationships which increase self-confidence in the disturbed child and provides a setting of peers with whom the emotionally disturbed child can relate.

This model prevents countermodeling; i.e., normal children copying behavior of the emotionally disturbed child, and facilitates servicing normal children by removing the emotionally disturbed child from the classroom situation. The self-contained classroom for the emotionally disturbed has a smaller teacher pupil ratio, thus allowing more personalized teaching with individualized content. However, no child should be placed in a program for the emotionally disturbed with the idea that he will remain there indefinitely.

While the child is in the special teacher's room all day, this teacher should maintain close contact with the child's regular classroom teacher. She should keep this teacher informed as to the child's progress, his strengths and weaknesses, so the teacher will be able to work with him effectively when he returns to the regular classroom.

Suggested Educational Techniques:

1. As severity of disturbance increases--number of children per class must decrease.
2. Maintain an atmosphere of friendliness and acceptance.
3. Use group work and "fun" projects to relieve tension and learn social skills.

Plan in Advance for Educational Procedures:

1. Use arts, crafts and music as therapy.
2. Enhance child's individual strengths to enable him to return to mainstream.
3. Follow up on students returning to regular program.
4. Balance classes from characteristic types--ratio of 3 acting-out/aggressive to 2 withdrawn.
5. Team teaching to utilize maximum teacher resource where possible.
6. Outline privileges and responsibilities.
7. Remediation of academics prior to transition to normal setting.
8. Facilities for time out.
9. Individualization in teaching.
10. Utilize audio-visual and motor aides, teaching machines, listening sets, etc.
11. Utilize room dividers, adjustable cubicals, wet carrels.

Advantages of Self-contained Classroom:

1. Acceptance of child by all who work with him.
2. Structured environment where child can function in an unthreatened situation.
3. Greater success can be achieved and seen by the teacher.
4. Allows for greater individualization.
5. Flexibility of scheduling including length of school day adjusted to child's tolerance level.
6. Permits a continual concentrated effort to adjust inappropriate behavior in shorter period of time.

7. Allows support personnel to be on hand when needed.

8. Group therapy more easily facilitated within self-contained setting; also role playing, social therapy, play therapy and counseling.

9. Peer pressure can be brought about to implement solving of problem at hand.

10. Allows for continuous flow of students into and out of program.

11. Built-in provision for immediate change.

Disadvantages of Self-contained Classroom:

1. Lack of natural setting.

2. Difficulties of transition to regular school.

3. Transportation.

4. When such a class exists, a child may be put there without regard to his problem. It may become a "dumping ground."

5. Labeling will be on child's permanent record.

6. No "normal peer behavior" to model after.

7. Much time and paper work and supervision involved in slowing phasing child back into regular class.

8. Little success without full-time aide which is extra expense to school budget.

Model II: Resource Room

Rationale:

The resource room can be utilized to serve students who need a special program, but are not so disturbed as to indicate placement in a fulltime special class. The teacher can function as a resource to both students and teachers. The student who can profit from this program will be able to spend much of his time in the regular classroom. Each student will be scheduled into the resource room according to his needs. Students may be flexibly scheduled individually and/or in groups. Length of time and frequency of schedulings will be dependent upon the nature and extent of each student's disturbance. The teacher will also work with the regular classroom teacher in planning for the student's needs.

Characteristics of the Students to be Served.

Students who have been carefully evaluated and properly diagnosed as mild to moderately emotionally disturbed should have a resource room provided for them. The placement in the resource room is contingent upon a student being able to be maintained in a regular class program for a major portion of the school day.

Educational Strategies:

The resource room provides for an atmosphere in which a variety of teaching methods can and should be employed to best meet the needs of each individual. The following strategies are suggested for use in a resource room:

1. Contingency management with emphasis on positive reinforcement, individual contracting, and "time out" control methods.
2. An engineered type classroom plan where the classroom is divided into sections which are used to help maximize learning and control behavior.

3. Encouraging and helping regular classroom teachers to use appropriate methods and materials for the emotionally disturbed child can be continuously met throughout the school day.

4. Diagnosis of individual academic achievement and programming for these deficit areas which are identified.

5. A success oriented environment achieved by:

   a. Establishing specific attainable tasks.

   b. Immediate verbal approval and praise.

   c. Use of tangible and predictable rewards with the goal of eventual self-motivation and self-direction.

6. Rewards for good behavior in the regular classroom may be redeemed in the resource room; i.e., tokens may be given by the regular teacher and exchanged for privileges in the resource room.

7. On occasion certain children may be allowed to come to the resource room during times when they feel they cannot control themselves in their regular class.

Advantages of Resource Room:

1. The resource room provides immediate in-school resources for the emotionally disturbed child.

2. The resource room provides more immediate and smoother transition and carryover of appropriate adaptive behavior, skills and techniques into the regular classroom. The regular class provides a testing ground for newly learned skills.

3. The resource room can provide services for a greater percentage of the total school population.

4. The resource room offers a source of reference, guidance and assistance for the regular classroom teacher.

5. The resource room provides a means for a smooth transition from self-contained special programs to the regular classroom.

Disadvantages of Resource Room:

1. Difficulty in scheduling. Some children will miss academic work, which will upset the regular teacher.

2. Not suitable for those disturbed children who need more time in a special setting.

3. Because of possible misunderstanding of FTE funding by local administrators, resource room may be seen as a "money making" program in which case too many children may be "dumped" into the classes.

Model III: Crisis Intervention Room

Rationale:

The disturbed student is removed or removes himself from the regular classroom at the time he cannot function in the regular classroom situation. However, in order for the crisis teacher to be effective in a crisis situation she must work with the student on a regular basis as well, in order to establish rapport with the student.

The disturbed student may behave in an acceptable manner for a period of time and then very suddenly may react in such a distractable manner that he disrupts the regular classroom. While tension is at such a high level, the student is removed to the crisis teacher who works through both academic and emotional consternations, using on the spot techniques. When the student has recovered and perhaps been given some academic support, he goes back to his regular classroom teacher. This is in addition to regular sessions with the crisis teacher.

The crisis teacher serves as consultant to, and in liaison with, the regular classroom teacher. It is important that they work closely together. It is usually best if they can confer on the day of the crisis after the student becomes involved in the crisis program. The crisis teacher can also help the student by assisting the regular classroom teacher to be more aware of some of the student's positive behaviors.

The set up of the room is important. A corner should be available where a disturbed student can work individually, should he come in while the crisis teacher is working with a group. The students can be instructed as to the procedure to follow if they should come in during a time when other students are in the room. All students with whom the crisis teacher works should be aware of her uncertain routine so that they may expect to be returned early to their regular classrooms in case of a crisis with another student.

It is important, however, that the teacher be aware of the possibility of reinforcing crisis situations by allowing the student to use the room when he's upset. If the frequencies of crises increases, the teacher can turn this around by making his visits to the crisis room contingent on a certain span of acceptable behavior, or a specified amount of academic work. It should be understood that no student is to use the crisis room regularly on an unscheduled basis.

The program design requires a very close working relationship between the regular teacher and the crisis teacher. The latter is especially skilled in techniques useful in dealing with the disturbed individual. He or she uses techniques for minimizing the undesirable impact of tensions. The crisis teacher program does not require the student to become separated from his peers except for intervals when he needs special help.

Before a crisis intervention model is implemented, it is imperative that the entire faculty be given sufficient orientation to enable them to make a decision as to the merit of this model to meet the needs of the emotionally disturbed students in their school.

Educational Strategies:

Focus on immediate problem utilizing most efficient approach which will limit time spent away from peer group and decrease probability of behavior reoccuring.

Advantages of Crisis Intervention Room:

1. Increases opportunity for teacher involvement.
2. Space will not be limiting factor.
3. Resource for all students.
4. Provides for in-service training.
5. Students remain in mainstream.

6. Emphasis on prevention.

Disadvantages of Crisis Intervention Room:

1. Success depends on clearly defined role.
2. Possible misinterpretation that model duplicates existing services.
3. Program success depends on a broader range of competencies than expected in other special education units.
4. Danger of giving positive reinforcement to negative behaviors.

Model IV: Itinerant Program

Rationale:

The itinerant program will operate similarly to the resource room with major difference being that the special teacher will not be located in one building, but will have a responsibility to serve students in more than one location. Because she will not be in one school all week long, she must work even more closely with the regular teachers to elicit their cooperation in maintaining an effective program for the students. The number of locations that one itinerant teacher can serve will be dependent upon several factors:

1. The geographical location of the schools.
2. The number of students needing service within the school.
3. The severity of the students' problems.
4. The availability of materials and the amount of support from the educational staff and extent of cooperative follow-through in the local schools.

The Goals of the Itinerant Program are:

1. To give support to teachers--to promote adaptive behavior.
2. To facilitate a variety of community resources to promote adaptive behavior.
3. To assist in the selection of students with major behavioral problems before they become so severe that student has to be removed from regular school setting.
4. To promote development of positive behavior by working directly with students, teachers, parents, and/or community resources. (Many teachers and parents are unaware of potential community resources and effective classroom techniques to facilitate appropriate behavior.)
5. To promote improvement in academic skills through individualized work and increasing the difficulty and number of tasks by a schedule of reinforcement.
6. To give positive feedback to the student and the teacher to help each change. The student will improve his self-image and the teacher will have a better feeling about the student if he/she can view the student in a positive light.

Some Personality Competencies needed by the Itinerant Teacher:

1. Should be capable of moving from one situation to another.
2. Should be able to tolerate having a small office (or none at all).
3. Should be able to accept limited success.
4. Should be capable of sparkling enthusiasm--active involvement.
5. Should have a sense of humor.
6. Should display creative application of behavior management skills.

Advantages of Itinerant Program:

1. Serves more students in varied locations.
2. Facilitates independent problem solving by teachers.
3. Stimulus for change of student, teacher, and system change.
4. Resource for in-service training of other teachers.
5. Allows person to have different perspective of problems.
6. Identify problems and needs that are common among a number of schools.

Disadvantages of Itinerant Program:

1. Spreading thin--visits too many schools.
2. Lack of space.
3. Lack of materials.
4. Time spent in traveling.
5. Itinerant teacher often unavailable at time when school feels they need her/him.
6. Limited time to develop effective public relations with school and community.
7. Having to account to too many schools on data recorded.
8. Some teachers will not accept recommendations from people who are not on the faculty of that school.
9. The more moderately disturbed student needs support service everyday and as itinerant the teacher may not see each student everyday.

Model V: Diagnostic-Prescriptologist

Rationale:

The diagnostic-prescriptologist aids the regular classroom teacher in setting up guidelines, offering recommendations, prescriptive learning suggestions and materials for students who manifest mild to moderate adjustment problems in the regular classroom.

The teacher will prescribe academic, social and pre-vocational learning programs for the student.

Characteristics of the Students:

Mildly to moderately emotionally disturbed as opposed to severely disturbed:

1. Needs help in building and maintaining satisfactory interpersonal relationships with peers and teachers (e.g., mildly withdrawn, sporadically acting-out).
2. Exemplifies inability to successfully accomplish academic tasks geared to his grade level and/or commensurate with his own potential ability.

Educational Strategies:

The educational strategies of the diagnostic-prescriptologist should, we feel, include the following:

1. Be able to communicate with the regular classroom teacher and other school personnel on a one-to-one basis.
2. Be able to conduct parent, teacher, or principal conferences for the purpose of explaining the educational and behavioral needs of the student.
3. Be able to outline and list recommendations, briefly and specifically for the classroom teacher.
4. Be able to recommend adequate and appropriate placement according to the student's needs.
5. Be able to diagnose student's specific educational and emotional needs and make initial and final evaluations on the student.

6. Be able to provide necessary and significant teaching aids for the teacher that might include contingency contracting forms, progress charts and graphs.

7. Be able to set up a workable reward system for the teacher's implementation.

8. Be able to assist the teacher in the implementation of the proposed curriculum and management modifications.

9. Be able to utilize formal and informal educational testing materials and procedures for the assessment of the student's strengths and weaknesses.

10. Be able to list priorities in the recommendations to the classroom teacher, enabling her/him to have some initial success in carrying out the recommendations.

Advantages of Diagnostic-Prescriptologist Program:

1. Regular classroom teacher retains responsibility for student's educational progress. (Is therefore "forced" to seek the most effective means for helping student.)

2. The diagnostic-prescriptologist gives the regular classroom teacher supportive services, another viewpoint, broader perspective, another opinion, etc. (shoulder to cry on...).

3. The model has inservice implications in that the regular classroom teacher may benefit from the special skills of the diagnostic-prescriptologist and may incorporate any new ideas and skills gained from the diagnostic-prescriptologist throughout his or her career.

4. Transition made almost imperceptable from special educational strategies to those of the regular classroom, and vice-versa.

5. The diagnostic-prescriptologist can anticipate needs for additional professional services and make recommedations.

6. In-depth diagnosis offered.

Disadvantages of Diagnostic-Prescriptologist Program:

1. Amount of time available to work consistently with each student limited.

2. FTE funding makes model currently difficult to operationalize monetarily.

3. Effective only for the mildly disturbed student.

4. Negative attitude of some teachers that the diagnostic-prescriptologist serves as a threat in that they already feel they are doing the best for the student without someone telling them how to change.

PART II

COMPILATION AND EVALUATION OF DATA ON THE FIVE MODELS THE FIRST TWO YEARS OF THE PROJECT

DESCRIPTION OF PROGRAM OBJECTIVES AND EVALUATION OF PROGRESS MADE IN MEETING THEM FOR THE FIRST TWO YEARS, 1972-74

Five general program objectives have been included in the project since its beginning July 1, 1972. These objectives are described below with an evaluation of progress in meeting them for the second year of the project. All aspects of the project relate to five organizational models for teaching emotionally disturbed children. These models are: (1) resource room, (2) self-contained room, (3) itinerant, (4) crisis intervention, and (5) diagnostic-prescriptologist.

1. To educate emotionally disturbed children through the use of five different state recommended organizational arrangements in order to assess the relative value of each model for increasing:
   a. Appropriate behavior of the identified students in any type classroom.

      Students in the project were given the Devereux Elementary School Behavior Rating Scale (DESB), completed by the regular teacher except in the self-contained classroom. The DESB was administered in the fall and the spring of each year or whenever a child was dismissed from the program. Behaviors which were pinpointed on the fall administration were focused on by the teacher for disturbed students.

   b. Social skills so that they may work both independently and appropriately in group situations.

      Utilizing precision teaching, charting behaviors, and other observational techniques the teachers pinpoint certain social skills which each child seems to lack. In addition, a self-concept scale, How I See Myself, was administered pre and post for purposes of understanding how the student saw himself in terms of social skills. This type of information was used in planning group social activities and developing behavior reinforcement situations.

c. The number of academic skills in response to presented materials.

Each student was administered the Wide Range Achievement Test (WRAT) and the Peabody Individual Achievement Test (PIAT) in the fall and the spring of eacn year. Data from these instruments were combined with information from precision teaching charts and the student's performance in a regular classroom to aid in developing an individual academic plan for each student.

2. To return students, full time, to their regular classroom with the skills necessary for successful life adjustment.

Of the total 154 students served in the project in 1973-74, 27 were returned to the regular classroom full time. With exception of the self-contained room, a majority of the students in the special classes were only seen for a small part of each day, and rather than dismiss a student from the program, the teacher adjusted a student's time schedule to allow less and less contact in the special class. Some students were seen very little during the year, but the teacher was there for support when needed. Before a student was considered for dismissal from the program or a reduction in time spent in the special class, information gathered from persons working with him was discussed in a staffing conference.

3. To provide in-service training for both the regular classroom and special education teachers involved with emotionally disturbed students.

a. To better understand and work with these children by using a psychoeducational approach, academic and non-academic techniques and a variety of teaching techniques to individualize instruction and measure achievement.

In 1973 the project psychologist and the coordinator met with all the faculties of the schools which were served by the Title VI-B project. These meetings were to help them understand more of the nature of emotional disturbance; help them identify the students who might need help; and to help them understand how to deal with these students in their regular classes. Following such presentations, follow-up conferences with individual teachers were held when requested. The special teachers felt that such presentations helped them in establishing rapport with the regular teachers, and in eliciting their help in planning programs for their students.

In 1974 the same type of program was presented during in-service previous to the opening of school. Again, individual teachers have been contacted and helped with their problems pertaining to working with particular students or their class in general. In addition, we have held several seminars with university students working in the schools to help them understand the philosophy and techniques of working with emotionally disturbed students. Some of these students are working in the program for the emotionally disturbed, and we have ongoing relationships with them. Those who are planning to become regular class teachers, generally, were seen only once or twice.

b. To compare effective procedures used with students with different types of emotional problems.

In meeting with the special teachers we have discussed the problems they have met in working with children. Through these discussions, and the data which they kept on their children, plus the background data available at the staffing conference and in the student's file, we have been able to note which kinds of programs seem to us to be most effective for various kinds of problems.

4. To provide special study/in-service for teachers of emotionally disturbed on educational planning for the emotionally disturbed student with special emphasis on curriculum planning.

The teachers for the emotionally disturbed have met on a regular basis all during the year. During the meetings specific problems were discussed which had come up; materials were discussed and ordered; programs were planned with each teacher. Teachers had definite objectives for each child with whom they worked and programs were planned to meet those objectives.

In addition to group meetings, the coordinator met with each teacher individually to help in planning individual and group programs which would move the student toward being able to function at an optimum level.

In 1974-75 one of the teachers was knowledgeable in the field of precision teaching. Therefore, we held a three-hour meeting around his expertise, going into the mechanics of charting, which most of the teachers were somewhat familiar with, and the problems of behavior management.

During the school year a number of new teachers were hired by the district in the area of emotionally disturbed. Although they were not teaching in the Title VI-B project schools, project personnel conducted a series of in-service programs designed to help them provide the most effective services for their students. We also worked with the University of Florida to arrange a special program whereby these new teachers were able to take the beginning course in the education of the emotionally disturbed in the spring.

5. To provide the students and their parents with the most enlightened mental health services available, using the school system's psychological services, county Mental Health Association and the J. Hillis Miller Children's Mental Health personnel and services.

   Before a child is staffed a psychological evaluation is made by the school psychologist, and a report is sent to the school. At that time important special problems are noted, such as home problems, which may need family counseling, or physical and neurological problems, etc. These are noted during the staffing conference, with someone being assigned to following up on seeing that they are checked out.

While the child is in the program, the coordinator and/or director is in contact with the parents. A special program was available for such parents who had a need for it. During the 1973 year this program consisted of special groups. Three parent groups met on a regular basis twice a month. The average attendance in these groups was ten (10) parents. Parents talked about their problems and acted as support and help for each other with their problems. The groups moved during the year from a general feeling of embarrassment and anger that they had such a child, and were faced with a problem, to a better understanding of the problem, a realization that these problems were faced by many parents, and strategies to help them cope with these problems in the homes.

During the 1974 year a special parent group met at Newberry, a rural community in Alachua County, during the fall. Behavior management programs were worked out for several families; follow-up was done on an individual basis through the coordinator, director or teacher. One meeting of Gainesville parents was held to explain the program. Following this were individual conferences with the teacher and/or the director and coordinator. In an effort to maintain contact with more black parents, one teacher of students from a housing project, and her principal, met several times with families at the project. From January to the end of school much of the project emphasis focused on individual conferences, individual parent counseling, and home visits. These contacts were made by the project teacher, coordinator, psychologist, and director and continued on a basis of parent need.

In addition, many students were referred during the course of their treatment for more intensive therapy. Referrals were made to many of the community agencies available in this area, including a newly opened Child, Youth and Family Clinic. We have worked with the Division of Youth Services concerning our students who have been involved with the law. In all cases we have attempted to involve personnel from these agencies in determining appropriate follow-up action.

Efforts were made to meet with the student's psychiatrist, the teacher, and/or the coordinator and director when we first started working with a student who was already in therapy. This helped us to work together and to understand our combined objectives for helping the student.

EVALUATION OF THE FIVE INSTRUCTIONAL PROGRAM MODELS

The intent of this Title VI-B project was to provide services for emotionally disturbed students and gather comparative data on the relative effectiveness of five organizational models for instruction. Comments on the following pages relate to the perceived effectiveness of the five models as experienced during the school year 1973-74. Comments made by principals and counselors in project schools are incorporated into the narrative sections. A copy of the evaluation form completed by counselors and principals is included. (See Appendix F.)

A preliminary study was made of pre- and post-test administration of the WRAT, PIAT, and DESB for fiscal year 1974 to allow for an evaluation of patterns and trends. Tables 2-5 contain certain data used in the preliminary study. At this report time data from students in schools served by the diagnostic-prescriptologist were still located in student records and were unavailable for immediate study. A more detailed analysis of all test data was part of the third year of this project. Information on this data is found in Part III of this handbook.

Table I
Fiscal Year 1974

Model	Number of Schools Served	Number of Students Served	Number of Students Returned to Regular Class Full Time
Self-contained	1	11	3
Resource	1	19	4
Crisis	1	31	7
Itinerant	2	42	4
Diagnostic-prescriptologist	4	51	9
Total	9	154	27

Model I: Self-contained Program

Characteristics of Model:

This model is most effective with children who are so seriously disturbed that they cannot tolerate a regular class. For other children it is too limiting. Children with emotional problems need to be with other children as much as possible to learn to interact with them and to model their behavior after more acceptable patterns. A self-contained classroom is very difficult for a teacher to handle, and should not be attempted without an aide. There should not be enough children in one elementary school to fill a room of this type to capacity. Children should be sent to this room from the entire county. Then every effort should be made to help these children overcome their problems so that they may be phased back into their school, through a different type of classroom for emotionally disturbed, as quickly as possible.

Students are involved in the classroom for their total school day, with one teacher and approximately 6-10 students. Those students served by this model are identified as more severely disturbed and need much help before being phased back into a regular classroom.

Number of students served fiscal year 1973, 7; 1974, 11.

Strengths:

1. Regular class teachers were receptive to the class when it removed a student from disrupting other programs.
2. No difficulty arose with scheduling students out of or into a regular class because of the minimum amount of time students spent in the regular class.
3. Class appropriately fitted in with funding procedures under the FEFP.

Weaknesses:

1. The project class served only those students in the elementary school where it was housed. Several students in the class may have benefitted most by partial day placement.
2. Very little time was available for the special teacher to consult with classroom teachers.
3. Some regular teachers were non-supportive and resentful of the small class size in the special class.
4. The special class was consistently difficult to control, especially since no aide was available through the project to assist the teacher.
5. Students in the class frequently upset each other and tended to model inappropriate behaviors.
6. Phasing students back into the regular classroom was very difficult because of attitudes held by some teachers.

Discussion of Test Data:

1. Behavioral--the project teacher's ratings indicate perceptions that at least one-half of the students showed normal behavior in the self-contained class by year's end and that all students moved toward more consistent normal behavior over the year.
2. Achievement--students did not "measure" as making more than normal achievement gains in specific areas, but two-thirds did make normal gains in total achievement.

Model II: Resource Room Program

Characteristics of Model:

The resource room is utilized with disturbed students who do not need a full-day special program. Each student is scheduled into the resource room according to his individual needs with flexibility in length of time and frequency of attendance. This model allows the student to be maintained in a regular classroom for a major portion of the school day. This model seems to be the most effective in handling the majority of students with emotional problems in Alachua County.

Number of students served fiscal year 1973, 16 ; 1974, 19 .

Strengths:

1. Flexibility of scheduling allowed for small group contacts daily and individual work weekly for each student.
2. Students received daily reinforcement for appropriate behaviors both in the special and regular classroom.
3. Regular classroom teachers were highly involved in implementing academic and social behavior reinforcement plans.

Weaknesses:

1. Number of students served occasionally led to difficulty in arranging student schedules to fit with regular classes.
2. On a strict resource room basis for some students, crisis situations had to be handled on a routine basis, which did not always meet student needs.
3. Because of the need to maintain a certain number of contact hours under the FEFP, consultation time with the classroom teacher had to be restricted.

Discussion of Test Data:

1. Behavioral--teachers' perceptions suggest that less than half of the students served exhibited normal behaviors by the end of school, although a majority of the students were seen as moving toward the norm.
2. Achievement--approximately two-thirds of the students measured as gaining in total achievement scores at a normal or higher rate.

Model III: Crisis Intervention Program

Characteristics of Model:

One major difficulty with the crisis model is that its implementation in a regular school setting demands some changes in the basic philosophy of the model. While it is true that the crisis teacher is available to work with a student when he has a crisis situation, she cannot be free to the extent that she is waiting for a child to become upset. She makes herself available through rescheduling of her activitites when the crisis occurs. We felt, in implementing this model, that the crisis teacher would be rather ineffective if she didn't know the students who were likely to have crises, and had not built up a role in the school nor rapport with the students. Therefore, she scheduled students on a regular basis (relating to their crisis time) and worked with them with their problems. She did make a particular point of leaving some time open for students to come and talk with her also for her to get into the classrooms to work with students, something more difficult to achieve under the new FTE funding. The difference in her scheduling was that she was more flexible than a regular resource teacher.

Number of students served fiscal year 1973, 23; 1974, 31.

Strengths:

1. After identification of "crisis times," students were scheduled for regular weekly times with the project teacher that corresponded with "crisis times."
2. Students were seen for short periods (15-30 min.) daily or two or three days per week; this allowed for consistent reinforcement of behaviors without a large demand on regular class time.
3. Project teacher spent much time consulting with classroom teachers and received much support for this.

Weaknesses:

1. Under the FEFP the crisis room did not maintain a sufficient number of contact hours to support a full unit even though thirty-one students received service.
2. Occasionally, student crisis situations would overload certain time periods for the teacher.

Discussion of Test Data:

1. Behavioral--apparently teachers perceived fluctuating changes in student behaviors. Approximately one-half of the students were seen as moving toward normal behaviors and a large majority attained normal patterns on factors relating to acting-out class behaviors. However, less than half of the students were seen as having normal behaviors on factors related to understanding individual responsibility for actions.
2. Achievement--approximately one-third of the students measured as making normal or higher gains in total achievement scores.

Model IV: Itinerant Program

Characteristics of Model:

This model is somewhat effective, but is limited since the teacher doesn't see the students everyday. Its effectiveness depends, of course, on the load of the teacher. In Alachua County the teacher spends two days in one school and three days in another. Even though this gives the teacher a significant amount of exposure to the students, it is generally felt by the students, teacher and school that it is not enough. These students have more severe problems than should be handled on a part-time basis. They need constant reinforcement. The model should only be used if more effective means are not available.

Number of students served fiscal year 1973, 30; 1974, 42.

Strengths:

1. Under the FEFP this program generated sufficient contact time because of the every-other-day schedule.
2. Scheduling required that regular classroom teachers become involved in reinforceing students in order to provide a continuation when the itinerant teacher was not there.
3. Teachers from both schools supported the itinerant teacher by utilizing suggested materials, etc., in their classrooms.

Weaknesses:

1. Because of geographical distance between schools, project teacher used an every-other-day schedule rather than half a day at each school. This restricted the teacher's effectiveness in providing consistent reinforcement for students and other teachers.
2. There was a strong tendency for regular class teachers to perceive the itinerant teacher as a "visiting tutor" to help the student make up work he missed when taken out of the regular class.
3. Both schools had a sufficient number of students for each to support a full-time unit, and because students had the needs, there was a tendency to overload the itinerant teacher.

4. The itinerant teacher had to utilize duplicate sets of planning materials rather than locate them in one area.

5. Because of a partial participation at each school, the itinerant teacher was unable to build rapport with each faculty until near the end of the school year.

6. Space in one school restricted certain program activities.

Discussion of Test Data:

1. Behavioral--less than half of the students served were perceived as moving toward or attaining normal behavior patterns over the year.

2. Achievement--approximately one-third of the students measured as making normal or higher gains in total achievement scores.

Model V: Diagnostic-prescriptologist Program

Characteristics of Model:

This model is quite important in helping the regular teacher to understand the problem student and in helping deal with the student by setting up guidelines for acceptable behavior, diagnosing learning and behavior patterns of the student, and recommends learning strategies and materials for assisting the student. However, its use with severely disturbed students is quite limited. It would be our recommendation that this type of delivery of service might be an excellent adjunct to other models, someone who could work with the resource teacher and the regular teacher to help them coordinate their efforts. It is also useful for helping students who have adjustment problems that are not severe, as well as helping teachers deal with behavior problems. Counties that are able to find ways to finance help for their regular teachers in dealing with special problems, and in working emotionally disturbed students back into the regular classroom, will find that the diagnostic-prescriptologist does a great deal to reassure the regular teacher and suggests various ways of coping with problem behavior.

Number of students served fiscal year 1973 (two schools), 20; 1974 (four schools), 51.

Strenghts:

1. Supported by faculties in all schools and teacher was able to build rapport with a number of teachers.
2. Because of "consultation" nature of program, the teacher was able to become involved with a large number of parents whose children were in the program.

3. Diagnostic information gathered on each student was incorporated into regular classroom activities and procedures. This allowed the classroom teacher to develop more understanding of the disturbed student and ways of helping him in a regular class.

Weaknesses:

1. Under the FEFP this program generated very little student contact time and, therefore, did not support the unit. For this reason Alachua County Schools did not select this model as the primary one for teaching disturbed students.
2. The weekly amount of time spent at each school was limited to one day per week.
3. For the more severe emotional problems this model was too limiting and did not provide enough consistent support.

Discussion of Test Data:

Results of pre- and post-testing for students served by this model were not available.

Fiscal Year 1974

Table II

Percentage of students who were perceived by teachers as moving into the range of normal behavior on DESB, from pre- to post-testing.

	DESB Factors										
Model	1	2	3	4	5	6	7	8	9	10	11
Self-contained (N = 6)	33	0	0	17	17	17	17	0	0	0	0
Resource (N = 15)	27	13	7	7	7	13	13	33	13	7	7
Crisis (N = 7)	29	14	29	0	0	14	29	14	0	0	1
Itinerant (N = 20)	20	5	10	15	10	10	15	25	30	10	25

Table III

Percentage of students who were perceived by teachers to be in the range of normal behavior on DESB post-test only.

	DESB Factors										
Model	1	2	3	4	5	6	7	8	9	10	11
Self-contained (N = 6)	83	83	67	83	67	50	50	67	50	50	100
Resource (N = 15)	40	67	27	27	67	47	33	60	33	60	60
Crisis (N = 15)	86	86	86	100	86	29	57	57	43	43	57
Itinerant (N = 20)	25	25	35	40	40	25	25	25	20	20	30

Table IV

Percentage of students who were perceived by teachers as moving toward the range of normal behavior on the DESB from pre- to post-testing.

	DESB Factors										
Model	1	2	3	4	5	6	7	8	9	10	11
Self-contained (N = 6)	50	83	33	33	33	67	50	33	33	67	50
Resource (N = 15)	73	67	73	60	47	67	33	80	53	33	60
Crisis (N = 7)	57	57	71	57	0	57	43	86	43	14	29
Itinerant (N = 20)	45	55	55	35	40	40	40	65	50	75	65

Table V

Percentage of students who gained in achievement score more than .1 in grade equivalent for each month between pre- and post-test on the WRAT and PIAT.

	WRAT			PIAT					
Model	Read.	Spell.	Math	Math	Spell.	General Info.	Read. Recog.	Read. Comp.	Total
Self-contained (N = 6)	17	17	67	50	0	33	50	33	67
Resource (N = 15)	60	53	27	47	20	53	40	27	67
Crisis (N = 7)	29	14	29	29	0	29	43	29	43
Itinerant (N = 22)	23	27	18	41	23	36	32	41	36

BRIEF TECHNICAL ANALYSIS OF SELF-CONCEPT SCALE FROM FIRST TWO YEARS OF THE PROJECT

The project coordinator for 1974-75 worked very closely with Dr. Ira J. Gordon. Dr. Gordon is Director of the Institute for the Development of Human Resources and Graduate Professor in the Foundations Department of the College of Education, University of Florida. The How I See Myself self-concept scale the project used for pre- and post-testing was devised by Dr. Gordon.

Please see Appendix B for Dr. Gordon's brief technical analysis of this pre- and post-test data on the How I See Myself scale.

PART III

COMPILATION AND EVALUATION OF DATA FROM THE TWO MODELS USED THE FINAL YEAR OF THE PROJECT

BRIEF DESCRIPTION OF PROGRAM OBJECTIVES AND EVALUATION OF PROGRESS MADE IN MEETING THEM FOR 1974-75

Data from the previous two years of the project has shown that two of the five models tried are most effective for this county. Only these two, the resource and self-contained models, were continued for further analysis under the Title VI-B project for this year. There were five Title VI-B project schools, four resource and one self-contained. All the same testing instruments were used for the pre- and post-data as in the previous two years. The following are the five program objectives and their evaluations for the 1974-75 school year:

1. To return these students, full time, to their regular school classes with the skills necessary for successful adjustment, and especially to aid the student and the regular teacher in the transition.

   Of the total 85 students served in the project during the school year 1974-75, 27 were returned to the regular classroom full time from the four resource rooms and 3 were dismissed from self-contained class and returned to their home base school with the support service of a resource teacher. The resource teachers have a systematic process to help return the student to his/her classroom full time. This transfer is accomplished by gradually transferring control over the student's program to the regular classroom teacher. Before any student was considered for dismissal from the program or a reduction in time spent in the special class, information gathered from persons working with him was discussed in a staffing conference.

The self-contained teacher kept detailed logs on the students' behavior changes and academic behaviors. At the end of the school year a staffing was held in which parents, the principal, counselor, Director of Exceptional Student Education, coordinator for the project, the teacher, and any representative of different agencies that may be involved with the children all attended.

2. To provide in-service training and support for teachers in order to facilitate emotionally disturbed pupils being properly programmed and understood in the regular class which will facilitate their eventual full-time placement there.

    a. A two-week pre-school workshop was conducted for regular and special teachers who would be involved with emotionally disturbed children. This was an opportunity to facilitate communication, assess pre-program teacher attitudes, work together planning behavioral strategie, review and learn precision teaching, and to discuss together specific information about emotionally disturbed children.

    b. A one-day post-evaluation workshop was held at the close of school in June.

    c. Project coordinator worked with school faculties on understanding the disturbed student and helping him in a regular school program.

    d. The project resource teachers and self-contained teacher worked with the regular classroom teacher and the emotionally disturbed student in the regular classroom, as well as the special class, to help phase him back more easily.

e. The project coordinator, members of the Program Development Committee (consisting of some project teachers) and a consultant from the Special Education Department at the University of Florida completed a project to help promote understanding and provide written detailed information about the goals and objectives for the resource room model for emotionally disturbed students. Also included in the written report was a description of the instructional program for these students. A copy was sent to principals, counselors, and teachers. The committee regrets not being able at this time to provide the same information for the elementary self-contained model. Hopefully this will be a project for next school year. (Please see Appendix C for the report.)

f. The project coordinator and members of the Program Development Committee did a two-part video tape presentation. The first part was about the identification and referral process. The second part answered thirteen often asked questions by faculties in Alachua County concerning programs for emotionally disturbed students. This was shown and evaluated very highly by the teachers of the emotionally disturbed. The purpose is for the tape to be a part of in-service or workshops for principals and regular classroom teachers in the fall. (Please see Appendix D for copy of the script content.)

3. To continue assessing the relative value of the most prevalent organizational arrangements for teaching disturbed students in terms of increasing (a) appropriate behavior of identified students in any classroom, (b) social skills so that they may work both independently and appropriately in group situations, and (c) level of academic achievement.

Dr. Ira J. Gordon did a twenty page technical analysis of pre- and post-data on the WRAT, DESB and the elementary form of the How I See Myself (HISM) self-concept scale. In summary of the pre- and post-changes and a correlational study of these three sets of variables, "The programs seem to be influencing both the academic achievement and classroom behavior of the boys in positive directions and influencing the self-views, and to a lesser extent, the classroom behavior of the girls. Correlational analysis of HISM, WRAT, and DESB indicate that entering children's views of themselves (HISM) tend not only to become more related toward the end to academic achievement (movement toward reality) but also the entering scores are predictive of final academic achievement particularly in spelling. The patterns are different for girls and boys in reading. Entering classroom behavior (DESB) in comprehension and to a lesser extent creativity is predictive of academic achievement in reading, spelling, and math. Generally, the prediction of mathematic scores is in the opposite direction to what might have been assumed. It is not clear whether these relationships are unique to this population or to the population at large. The teachers' ratings of children tended to relate to their academic achievement at the beginning of the program.

There was no relationship between the teacher rating of child behavior and academic achievement at the end of the program. Children's performance at the end may be more a function of their self-concepts than of the teacher's perceptions of them.

The utility of a multi-variate approach, using academic, teacher rating and child rating is demonstrated. Analysis from both a standard pre- post- framework and a correlational framework indicate that more can be learned of program effectiveness from the combination than from only an achievement test approach." (Please see Appendix E for detailed report.)

4. To provide in-service training for teachers in special classes to facilitate various approaches, academic and non-academic, and a variety of teaching techniques to individualize instructions and measure achievement.

    a. Due to budget problems in this school district, all program and staff development in-service meetings on school time had to be cancelled. However, the coordinator of this project provided the Title VI-B teachers as well as the other teachers of the emotionally disturbed in the county with in-service workshops after school hours. The project coordinator also provided some workshops on Saturdays for those who could not attend during the week after school. During the meetings, specific problems were discussed, materials were discussed and ordered, programs were planned with each teacher, and ideas were shared.

b. The project coordinator met with each teacher individually to help plan individual and group programs for students in the program for emotionally disturbed students.

c. The in-service programs for teachers with emotionally disturbed students involved systematic behavior observation techniques, behavior management, individual programming, diagnostic evaluations and test instruments, affective education through the basic subject areas, most effective kinds of materials to use with these children, and a video tape presentation concerning questions about the programs for emotionally disturbed students.

5. To continue to expand and improve our parent involvement with the program through communication of methods useful for dealing with these problems at home, understanding of the school program, and knowledge of appropriate community agencies that are able to provide additional help.

Based on the experiences of the last two years in working with a number of parents of children in programs for the emotionally disturbed, it became obvious that a more intense and concentrated effort needed to be implemented. This year such a pilot program was implemented in conjunction with the self-contained class. We deliberately chose a small population of parents to work with so that certain approaches or techniques could be tried to find the most effective form of parent education.

Under the Title VI-B project we contracted for services with the Child, Youth, and Family Center of the North Central Florida Community Mental Health Center. Mr. Russell Clifton, Coordinator of the center, the project coordinator and the teacher and teacher's aide worked together to try and find the most effective parent education approach and worked with the parents on a regular basis.

The project coordinator and the coordinator for the Child, Youth, and Family Center have written a report of this pilot study and this report is found in Part IV of this handbook. Please refer to this section for more information.

In addition to this, the following agencies have cooperated and helped us to provide parents with knowledge of appropriate community agencies that are able to provide additional help. These are also the agencies the county coordinated with in establishing our programs for the emotionally disturbed.

a. J. Hillis Miller Health Center at the University of Florida provides assistance through several channels:

    (1) Children's Mental Health Unit: staff from this in-patient unit provide consultation regarding services for disturbed children. Occasionally students from the unit are phased into regular school programs via county exceptional student classes. Staff at the unit also provide in-depth evaluative work-ups which the county is not adequately equipped to do.

    (2) Child Psychiatry Outpatient Clinic and Psychology Clinic: many referrals are made from the program for the emotionally disturbed to the staff at the clinics. These referrals primarily involve evaluation and follow-up therapy where necessary.

    (3) Pediatric-Neurology Clinic: referrals are made to this clinic when a student's problems appear complicated by neurological or learning disability patterns.

(4) Supplementary physician support: we are fortunate this 1974-75 school year to have six pediatricians from the teaching hospital who give one-half day per week at six elementary schools. This service has given quicker access to gathering medical data on emotionally disturbed students at the schools.

b. Alachua County's Division of Family Services/Children's Services Section cooperates with Exceptional Student Education in sharing services and information. We have worked closely on several cases involving family abuse or breakdowns in family dynamics.

c. The Division of Youth Services is also a valuable source for identification of younger students with strong emotional problems. In addition, we are able to offer services at school that provide juvenile court judge alternative for directing parents. Our efforts are coordinated closely with Division of Youth Services intake and probation counselors.

d. In developing the exceptional student program, we are finding many local pediatricians and family doctors willing to provide patient information. They frequently request information and recommendations from our files.

e. An additional community project, the Home and School (HandS) program, has provided a link between exceptional student services and parents. The HandS coordinators at several schools have been of great assistance in visiting homes and communicating school services to the parents.

EVALUATION OF THE TWO INSTRUCTIONAL PROGRAM MODELS FOR 1974-75

The intent of this Title VI-B project for its third year was to continue to provide services for emotionally disturbed students and to continue to collect data on the relative effectiveness of the self-contained and resource room models for instruction. Comments on the following pages relate to the perceived effectiveness of these two models as experienced during the school year 1974-75. Comments made by principals and counselors in project schools are incorporated into the narrative sections. (Please see Appendix F for a copy of the evaluation instrument used.)

As in the previous years, a study was made of pre- and post-test administration of the WRAT, PIAT, DESB, and the HISM for fiscal year 1975 to allow for an evaluation of patterns and trends. Please see Table VI for information on the number of schools and students served and for the number of students returned to regular class full time. This table only concerns the number of students and schools under the Title VI-B project. This school year Alachua County had thirty teachers for the emotionally disturbed. Nineteen of the twenty elementary schools had a resource program, three of the six middle schools had a resource program and one of the six high schools had a resource program. There are also six teachers on the secondary level who have self-contained classes and the one teacher for self-contained on the elementary level. Next year Alachua County will expand the self-contained program on the elementary level.

Table VI
1974-1975 School Year

Model	Number of Schools Served	Number of Students Served	Number of Students Returned to Class Full Time
Self-contained	1	8	3
Resource	4	77	27
Total	5	85	30

Model I: Self-contained Program

This model is most effective with students who are so seriously disturbed that they cannot tolerate a regular class. Based on our experience forthe last two years, we found that there were not enough students in one elementary school to fill a room of this type to capacity. Therefore, we had one self-contained class for elementary grades on a county-wide operation. This concept seemed to work well and was accepted. The self-contained room was housed at a regular elementary school and transportation was provided for the students. We have found that this type model works best with a full-time aide, and should not be attempted without this support person. A detailed "phase in" process will begin when the student demonstrates his ability to the teacher to function with less and less structure in more acceptable ways. Much work, planning, and supervision time are necessary to make this transfer as smooth as possible.

Number of students served fiscal year 1975, 8 .

Strengths:

1. Regular class teachers were receptive to the class when it removed a student from disrupting other programs.
2. Class appropriately fitted in with funding procedures under the FEFP.
3. Because of the gradual "phase in process," the children who seemed to be ready to handle the regular class were able to do so with careful supervision from the special teacher. This allowed for a smoother transition back into regular class.
4. A structured environment where the student can function in an unthreatened situation.
5. Special teacher was able to plan and monitor a very individualized program.
6. Students from all elementary schools were eligible to take part in this program if they so needed--not just the school it was housed in.

Weaknesses:

1. Very little time was available for the special teacher to consult and plan with the regular classroom teachers.
2. Some teachers were non-supportive and resentful of the small class size in the special class.
3. Students in the class frequently upset each other and tended to model inappropriate behaviors of each other.
4. There were some problems phasing students back into the regular classroom because of attitudes held by some teachers.
5. Because students came from all over the county, problems in transportation had to be worked out.
6. Because of the FTE funding, it is likely principals may want to provide the program without the full-time aide. This should not be attempted.
7. There is a certain lack of the natural setting.

Summary of Data:

1. Of the eight students, three will be returned to their home base school full time with the support service of a resource teacher for the emotionally disturbed. The project teacher's ratings indicate perceptions that academically all but one student progressed from three to eight months growth and was ready for the next grade level academically. One student was retained in the same grade level.
2. Behaviorally, the project teacher's ratings indicate perceptions that six of the eight students showed normal behavior in the self-contained class by year's end; three showed consistently acceptable behavior in the "phase in process" in the regular classrooms, and that all students moved towards more consistent normal behavior over the year.

Model II: Resource Room Program

This is the model Alachua County has the greatest number of. This model seems to fit the needs of the majority of students in our county. The students were scheduled into the resource room according to their individual needs. They were allowed to be scheduled up to the maximum of twelve hours per week. We tried to keep the resource teachers' case loads to the state recommended number of twenty. This model allows the students to be maintained in the regular classroom for a major portion of the school day.

Number of students served by these four resource rooms fiscal year 1975, 77 .

Strengths:

1. Students were able to receive daily reinforcement for appropriate behaviors both in the special class and regular classroom.
2. The resource room provides a means for a smooth transition from self-contained special programs into the regular classroom.
3. The resource room provides services for a greater percentage of the total school population.
4. The resource room provided immediate in-school resources for the emotionally disturbed student.

Weaknesses:

1. The number of students served occasionally led to difficulty in arranging student schedules to fit with regular classroom.
2. Resource room programs were occasionally given last priority for classroom facilities and often resulted in inadequate space to operate.
3. Because of the need to maintain a certain number of contact hours under the FEFP, consultation time with the regular classroom teacher and individual time with students was almost totally eliminated.
4. There is a tendancy for the resource room to be overloaded because it is seen as a money making program.

5. There is a tendancy for principals to continue the students in the program for the next year instead of dismissing them because of the concern that the school may not have enough enrolled in the program for the early October FTE count.

Summary of Data:

1. Behaviorally many of the students were perceived by the special teacher as ready to be dismissed from the program for the next year. However, because of the problem mentioned above (#5), many of these students were continued in the program for another year. Thus it is very difficult in making an accurate account of how many were perceived able to be dismissed and how many actually were. Of the 77 served, 27 were dismissed by the end of the year. It is generally felt more than these 27 were able to be dismissed.

2. Academically--the majority of these 77 students, especially the boys, measured as gaining in total achievement scores at a normal or higher rate. Please refer to Dr. Gordon's summary of this data in Appendix E.

PART IV

PILOT PROGRAM FOR PARENT EDUCATION

SUMMARY OF PARENT EDUCATION SERVICES

During the negotiation of services to be rendered to the self-contained elementary E.D. class by the Child, Youth, and Family Center, the Center's coordinator and the staff of Exceptional Student Education quickly agreed that the facilitation of parent involvement in consultation or counseling was the most essential service in providing a more comprehensive program of supported behavior change for the students. The eventual contract for services called for parent consultation or counseling both individually and in a group. The goal of the delivery of services to the parents was to respond to the needs and concerns of parents whose children had been identified as needing special educational placement and to increase their skills in coping with their youngsters and in shaping appropriate behavior.

The class itself began to function in December, 1974, and reached its full complement of students in January, 1975. Consequently, the Center's involvement in the delivery of services in March, 1975, was established about six weeks after the class was functioning fully. Because of the belated offering of services to parents, an open house was scheduled to allow the parents to meet one another, and the coordinator of the Child, Youth, and Family Center and to announce the availability of services to the parents. In spite of careful planning and communication, only five of the nine youngsters in the class were represented by one or both parents. Of the parents who were present, four were unaccompanied by their spouses. The Center's coordinator and the teacher explained that both individual consultation with parents and group consultation or counseling were being offered to help the parents understand their children and develop skills in managing and relating to them.

The parents ignored the offer of individual sessions but offered limited endorsement to the possibility of a group. Five of the six parents present agreed to attend weekly evening sessions in the classroom. They were afforded an opportunity to share specific concerns so that the group sessions would focus on problems important to them as parents.

Attendance was consistently poor. The meetings were usually attended by only two families, a couple and a mother. A third mother attended sporadically. Phone calls by the teacher, the aide, and by the participating parents themselves were fruitless. The three or four parents continued to meet biweekly for several weeks. They dealt with their concerns about the effectiveness of the special classroom program, with specific topics related to behavior management such as dealing with temper tantrums. When the group finally terminated near the end of the school year, the parents reported that the meetings had been helpful and more responsive to their specific needs than other similar parent meetings but they also voiced disappointment and frustration at the limited involvement of the other parents.

Needless to say the Center's coordinator and the teacher who actually co-led the group were quite disappointed. But the experience suggested alternatives and confirmed early suspicions about the na[illegible] of parent education services which may be more likely to "succeed." First, the need for home visits was evident, especially for those parents who were unable or unwilling to come to the school. We feel that both a Center staff member and the teacher or the aide should make the home visit as a team and should focus on getting to know the family and its special needs. An informal needs assessment would serve as a source of meaningful topics for consultation. Early consultation may have to begin in the home in follow-up visits in order to earn the trust of the parents. Second, we have resolved to structure any group(s) by focusing on concrete topics such as behavioral management skills, communications skills, or common troublesome situations and how to handle them. We hope that the less personal focus will prove less threatening to the already sensitive parents. We also hope that beginning the year as a team in meeting parents and students may create a stronger expectation in the parents regarding the benefits of parent consultation. As the structure of the group partially implies, we expect to move more deliberately to a consultation model of service delivery focusing on parent-identified problems and on problem resolution in the interest of the child rather than on a personal or family counseling model. The latter will not be excluded from services available to parents but will not be the initial thrust of services to parents. This conclusion was influenced by our feeling that we need to respond to concrete problems by sharing concrete skills with the parents which are more likely to produce some behavior change, however superficial. The parents will value our skills enough to learn them more completely only if we can help them succeed in a small but real way with their children.

NOTE: For a more detailed account of this cooperative effort between the Child, Youth, and Family Center and the School Board of Alachua County, please see Appendix F.

PART V

APPENDICES

Appendices

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APPENDIX A

FORMS USED FOR SCREENING, REFERRAL, IDENTIFICATION, PLACEMENT, AND DISMISSAL

INSTRUCTIONS TO PRINCIPAL: Complete all items, forward ORIGINAL to Psychological Services. Second Copy retained at school until sent to Exceptional Student Education. Retain the Third Copy in pupil's Cumulative Guidance Record folder.

CASE STUDY CONFERENCE REPORT

Student's Name: ______________________________ School: ____________________

Grade: ____________ Birthdate: ____________ Date of Conference: ____________

Participants: Counselor: ____________________ Referring Teacher: ____________

Parent, Guardian, or Parent Surrogate: ________________________

Other: ____________________

STATEMENTS OF THE PROBLEM: ______________________________________

____

____

____

REFERRING TEACHER'S OBSERVATIONS: ______________________________

____

____

____

____

SOCIAL HISTORY BY PARENT:

Relationship with Parents: ______________________________________

Number of Siblings: ________ Relationship with Siblings: ____________________

Describe Behaviors at Home: ______________________________________

____

Means of Discipline at Home: ______________________________________

Student's Interests: ____

Interaction with other Children: ____________________________________

Eating Habits: ____________________ Any Physical Problems: ____________

Sleeping Habits: ____

SCHOOL PROBLEM SCREENING INVENTORY (SPSI) COMPLETED BY:

____________________ DATE SPSI ADMINISTERED: ____________________

COMMENTS: ____

____

____

____________________ ____________________

DATE PRINCIPAL

School Problem Screening Inventory (SPSI)

All rights reserved. Cannot be reproduced. May be purchased from Facilitation House, Box 611, Ottawa, Illinois.

Manual and 20 analysis worksheets..... $4.00

INSTRUCTIONS TO PRINCIPAL:
Complete all items, forward ORIGINAL to Psychological Services. Second Copy retained at school until sent to Exceptional Student Education. Retain the Third Copy in pupil's Cumulative Guidance Record folder.

Received at Psychological Services:________________
Date

REFERRAL FOR PSYCHOLOGICAL SERVICES - ALACHUA COUNTY SCHOOLS

Pupil's Name:______________________________School:__________________

Birthdate:____________________Race:_______Sex:________Grade:__________

Home Address:___________________________Home Phone:_______________

Parents' Name(s):_______________________Occupation(s):_______________

Parent Contacted: Date:__________________By Whom?__________________

Parental Status: Married ( ) Divorced ( ) Adopted ( ) Guardian ( )

Previous Educational Program: EMR ( ) Speech ( ) TMR ( ) Gifted ( ) ED ( )
SLD ( ) Title I ( ) Regular ( ) Other ( )__________

Retention:____

Basic Skills: (Describe levels at which student is performing in class)

Reading:____

Spelling:____

Math:____

Communication: (speaking/listening)______________________________

Attendance History:____

Discipline History:________________________Suspensions:____________

Significant Medical Data: (medication, etc.)__________________________
____

Speech/Hearing Screening Results:____________________Last Date:__________

Visual Screening Results:____________________________Last Date:__________

Date of Last Physical:_____________________By Whom?___________________

Motor Coordination: Good ( ) Average ( ) Poor ( )

Educational Test Data (tests, results, dates):

Slosson Score and date:____
____
____

Other Agencies Currently Involved with Child or Family:_______________
____

Referring Teacher:_____________________Principal:____________________

Counselor:_____________________________Date:________________________

Submit Case Study Conference Report and School Problem Screening Inventory with referral.

** CONFIDENTIAL **

Division of Pupil Personnel Services
THE SCHOOL BOARD OF ALACHUA COUNTY
Gainesville, Florida

Page___of
___ pages

____________	____________	____________
STUDENT'S NAME	DATE OF BIRTH	SCHOOL

____________	____________
Examiner	Psychologist

cc: School Principal - Gold
Counselor - Pink
ESE - Yellow
PPS - White

SCHOOL BOARD OF ALACHUA COUNTY
EXCEPTIONAL STUDENT EDUCATION

SCHOOL STAFFING CONFERENCE REPORT

Student's Name: ______________________ School: ______________________

Grade: ______ Birthdate: ______________________ Date of Conference: ______________________

Participants: principal ______________________
counselor ______________________
referring teacher ______________________
receiving teacher ______________________
others ______________________

ALTERNATIVE OR TREATMENT PLANS TRIED AND THEIR RESULTS: ______________________

CONCLUSIONS AFTER EVALUATION OF PERTINENT DATA: ______________________

STUDENT'S PRESENT BEHAVIOR STATUS: ______________________

PROGRAM RECOMMENDATION: ______________________

ANY ADDITIONAL COMMENTS: ______________________

White - PPS
Yellow - ESE
Pink - Cumulative Folder

____
Principal's Signature

Student ______________________________ Birthdate __________
(last) (first) (middle)

School ______________________________ Grade __________

****

ELIGIBILITY

Date __________________ Comments __________________

Program __________________

_____ Eligible

_____ Not Eligible:

_____ Does not meet criteria

_____ Insufficient Data

____

Director, Exceptional Student Education

****

SCHOOL EDUCATIONAL PLACEMENT/PLANNING

Date __________________ Parent Notification:

I. Action: Date __________________

_____ Placed Proof on file __________________

Date __________________

_____ Placed pending availability of services

_____ Not Placed:

Reasons for non-placement __________________

II. Additional Treatment Strategies (what and by whom): __________________

III. Plans for follow-up: __________________

Parents must be notified by the school of this action. Proof of parent notification must be on file in the student's cumulative folder before placing the student in an Exceptional Student Education program.

______________________________ ______________________________
Counselor Principal

cc: PPS - white
ESE - yellow
Principal - pink (for student's cum folder)

EXCEPTIONAL STUDENT EDUCATION PROGRAM CATEGORIES

The specific terms that must be used on letters of due process to parents are:

Trainable Mentally Retarded
Educable Mentally Retarded
Speech and Language
Deaf and Hard of Hearing
Visually Impaired/Legally Blind
Specific Learning Disabilities
Emotionally Disturbed
Socially Maladjusted
Gifted

SCHOOL BOARD OF ALACHUA COUNTY

(School Letterhead)

____
Date

Dear

The Exceptional Student Placement Committee has advised that it is in the best interest of your child, ______________________________, that he/she be placed in an exceptional student class for the

______________________________ at ______________________________.
(Type of Class) (Name of School)

______________________________ will be enrolled in a
(Child's Name)

Self contained class (for the entire school day) __________
Resource class (for part of the school day) __________
Speech Therapy program (for part of the school day) __________

We believe that participation in this special class will best meet his/her individual needs. The placement will continue until such time as the school administration or you determine that it is no longer in the best interest of your child.

Please be advised that you have a right to a review of this recommendation. If you desire such a review, please contact me within 15 days and a review will be scheduled at a mutually convenient time.

Please be advised further that if we do not receive a response from you within the 15 days of the date of this letter, your child will be placed in the program recommended above.

If, however, you are agreeable to the proposed placement, will you please sign in the appropriate space below and return this letter to this office.

Sincerely,

____
School Principal

Please check as appropriate: (____) I approve of this placement.
(____) I wish to review this placement.

______________________________ ______________________________
Date Parent/Guardian Signature

Student ______________________________________ Birthdate ____________
(last) (first) (middle)

School ______________________________________ Grade ____________

****

SCHOOL PLACEMENT REVIEW STAFFING (Continuation or Dismissal)

Date ____________________ Participants ____________________

Present Exceptional Student
Education Program placement:
____
____

____
____
____

I. Recommendation:

Dismissal from Exceptional Student Education Program ________
Continuation in Exceptional Student Education Program ________

II. Supporting data (indicate evaluation instruments and/or procedures):

Academic ______________________________________

Social-Behavioral ______________________________________

Intellectual ______________________________________

Process Skill ______________________________________

Parent Request ______________________________________

If recommendation is made for dismissal, please attach any relevant test data, behavioral observation charts, etc. and send all copies of form to Exceptional Student Education Department for finalization and distribution.

____________________ ____________________
Principal

Counselor
Chairperson, School Review Committee

****

DISMISSAL ACTION

________ Recommendation for dismissal approved.
________ More data requested: ______________________________

______________________________ Date ____________________
Director, Exceptional Student Education

cc: PPS - white
ESE - yellow
Principal - pink (for student's cum folder)

APPENDIX B

DR. GORDON'S BRIEF TECHNICAL ANALYSIS OF DATA

Statement to the Director, Exceptional Student Education Program

and

The Coordinator, Title VI-B Project, Alachua County

May 15, 1975

This is the brief technical analysis of data on thirty students who participated in the Title VI-B Project for the past two years in terms of their scores on the elementary form of the "How I See Myself" scale. There were twenty-six pupils on whom there were matched data from third grade and above. Of these, twenty-three pupils were males, fourteen Black and nine White. Since the normative data contained in the "How I See Myself" test manual is broken down by sex, the following analysis was done for the twenty-three boys in the sample. Table 1 presents the pre- and post- means and standard deviations by race on the four appropriate factors of the "How I See Myself" scale. Table 2 presents a comparison between the pre-test scores of the pupils in the special education program compared to the scores of the students from Alachua County used in norming the "How I See Myself" scale. There were 1,527 White boys and 650 Black boys in the normative group.

Tests were run comparing pre- and post-test scores by race for the students in the Title VI-B Project. Analysis of the data on Table 1 indicates that for the fourteen Black boys there are no significant differences between pre- and post-test scores on the "How I See Myself" scale. Scores on inter-personal adequacy decreased from pre- to post-test for the nine White boys.

Since a major consideration in using such scales is not the absolute score obtained by the child but the meaning of the score, it is my view that youngsters assigned to special education classes may report more positively on themselves; that is, they may have a tendency to protect their self image by reporting themselves higher than their performance would indicate. This form of defensive behavior might be indicated by an examination of their scores in comparison to the norm group. Table 2 indicates that this view is partly sustained. For both the teacher-school and the inter-personal adequacy factors the boys rated themselves higher than the mean of the boys used in the normative group. They were not significantly different on autonomy or academic achievement. The White boys over evaluation in terms of inter-personal adequacy was even more substantial than for the Black youngsters.

The decrease therefore from pre- to post-test on inter-personal adequacy of the White boys may represent a movement toward a more realistic report of themselves and thus a positive indicator of the effect of the program. That is, the extremely defensive indication of presenting themselves as highly adequate in inter-personal adequacy gives way to a more normative view on the post-test. There is no significant difference between the post scores and the group normative on teacher-school and inter-personal adequacy for the White boys, although these two differences continue to exist for the Black youngsters.

The maximum attainable score on inter-personal adequacy is 85. The pre-test scores of the White boys is 70.11 which means that their average rating on the seventeen items was 4.12. Their average rating decreased to 3.78 in the post-test which corresponds to an average rating by the normative group of 3.48.

It must be recognized that the Title VI-B sample population is an extremely small one, and that self-report scales have the problems of social desirability and overestimation. Nonetheless, it is possible to say that: 1) There were no significant differences as a result of the program for the scores of the fourteen Black youngsters from pre- to post-testing. 2) There were some changes for the nine White youngsters in the direction of reduction of overestimation in the areas of teacher-school and inter-personal adequacy toward resemblance to the normative group. In the case of inter-personal adequacy, there is a significant change from pre- to post- in the scores of the nine boys. Final scores on these two factors do not differ significantly from the norms, although both factors did differ at the pre-test time.

If we assume that positive self-concept is not simply a high score on a factor, but a score that resembles facing oneself and reporting and seeing oneself accurately, then it might be said that the Title VI-B Project had small effects in this direction for the White boys but no effects for the Blacks. We can make no statements about the program's effects on the three girls on whom there were matched pairs.

TABLE I

Means and Standard Deviations, Pre and Post
for Title VI - B matched pair boys

Black (N=14)

Factor	Pre		Post			
	$\overline{X}$	SD	$\overline{X}$	SD	t	p
Teacher school	22.35	4.83	22.78	3.29	.31	ns
Interpersonal Adequacy	66.00	10.03	68.07	11.74	.72	ns
Autonomy	27.93	7.02	30.71	7.59	1.36	ns
Academic Achievement	20.21	5.70	21.50	5.91	.76	ns

White (N=9)

	$\overline{X}$	SD	$\overline{X}$	SD	t	p
Teacher school	24.33	4.15	20.77	4.09	-2.17	ns
Interpersonal Adequacy	70.11	8.67	64.22	6.83	-2.95	<.05
Autonomy	31.44	6.56	30.89	4.76	- .22	ns
Academic Achievement	22.44	5.10	20.33	5.36	-1.85	ns

TABLE II

Means and Standard Deviations, Pre-test of Title VI-B boys and Norm Population

Black (N=14)

Factor	Pre		Normative Group			
	$\overline{X}$	SD	$\overline{X}$	SD	t	p
Teacher school	22.35	4.83	19.76	4.12	2.01	<.05
Interpersonal Adequacy	66.00	10.03	58.88	9.38	2.66	<.05
Autonomy	27.93	7.02	28.53	5.51	- .32	ns
Academic Achievement	20.21	5.70	20.36	4.58	- .10	ns

White (N=9)

	$\overline{X}$	SD	$\overline{X}$	SD	t	p
Teacher school	24.33	4.15	19.79	3.97	3.29	<.05
Interpersonal Adequacy	70.11	8.67	59.23	9.59	3.76	<.01
Autonomy	31.44	6.56	28.11	5.95	1.52	ns
Academic Achievement	22.44	5.10	20.26	4.93	1.28	ns

APPENDIX C

REPORT ON THE GOALS AND OBJECTIVES OF THE RESOURCE ROOM PROGRAM

School Board of Alachua County, Florida
1817 E. UNIVERSITY AVENUE
GAINESVILLE, FLORIDA 32601
PHONE 904-
373-5192

March 10, 1975

MEMORANDUM

TO: All Principals, Counselors, and Teachers for Emotionally Disturbed Students

FROM: Lucy T. Beckum, Director, Exceptional Student Education
Dee Munyer, Coordinator, Emotionally Disturbed

RE: Philosophy and Goals of the Program for Emotionally Disturbed Students

Enclosed is the end product of the meetings of the Program Development Committee in the area of emotional disturbance. Also enclosed is a copy of the definition and criteria and characteristics of an emotionally disturbed student taken from the State Department Guidelines for Special Programs for 1975. The goal of this committee was to first become familar with the results of the first two years' evaluations of different program models implemented under the Title VI-B Project.

The second year evaluation found that the resource program model seemed the most effective in serving the identified needs of children in Alachua County. Based on these results, the committee was charged with the task of developing the philosophy and goals of a resource program for emotionally disturbed students.

This end product serves as a third year evaluation of the resource model under the Title VI-B Project. More importantly, it serves as an excellent description of what is expected of both the program and the resource teacher. We hope this paper will help those of you who are writing comprehensive plans. We also feel these guidelines will help those schools that may wish to start a program for emotionally disturbed students next year. The suggestions are in accordance with State recommended Guidelines for 1975.

We would like to personally acknowledge and thank the members of the Program Development Committee for their time and hard work. They are all certified teachers in the area of emotional disturbance. June Taylor, chairperson from Idylwild Elementary, Janis Benet from Newberry High School, Lucy Erstling from Lake Forest Elementary, Bill Evans from J.J. Finley Elementary, and Jon Saulson from Westwood Middle School. More thanks go to Dr. Mary Kay Dykes and Dr. Lyndall Bullock from the Special Education Department at the University of Florida for their frank criticism and helpful comments, and to Jane Nelson for her help in the final editing.

hs

Enclosure

cc: Jack B. Christian
James W. Longstreth
Don Williams
Psychologists

Philosophy and Goals of the Educational Resource Program for the Emotionally Disturbed

PHILOSOPHY STATEMENT

Since an appropriate education for all exceptional students was mandated by the legislature of the State of Florida effective beginning the school year 1973-74, the School Board of Alachua County developed an educational program to facilitate the education of children and youth who are behaviorally disordered. Thus, it is the position of the Alachua County Public Schools that all children have the right to this program which meets their specific needs and enhances their quality of life. The program is designed to identify contributing factors, develop an appropriate/individualized program, and help the student to return and function in a positive way in the regular classroom setting. Appropriate educational interventions as determined by the student's present needs, may focus on skill development in the cognitive, affective and/or psychomotor domains. The professional education team, parents, and community as well as the student are all vital components in developing, implementing, and evaluating the educational experience designed to facilitate the student's growth. It is the responsibility of all members of the professional education team (regular classroom teachers, special teachers, administrators, psychologists, therapists, etc.) to work toward achieving the optimal learning environment for each identified student.

Therefore, it is our belief that the overall goal for the educational program of the resource class for emotionally disturbed students, is to develop a cooperative effort among school personnel to help return the student to the basic school program as well as to society in general as an effectively contributing member. Other general goals and their global objectives to help meet the goals are as follows:

1. The Exceptional Student Education personnel will strive toward developing an understanding, acceptance, and integration, of the program for emotionally disturbed students in the individual school where it is to be implemented.
    a. To aid school personnel in identification of emotionally disturbed students.
    b. To provide direct and continuous feedback to the identified student's other classroom teacher or teachers.
    c. To help regular classroom teachers establish a more positive classroom atmosphere.
    d. To help school personnel employ behavior management and observation technique
    e. To continually seek information and feedback from school personnel on academic and behavioral performance of the student.
    f. To participate in school wide functions and/or committees.
2. To facilitate a working relationship among school and community among personnel and/or family members in order to provide consistent interventions.
    a. To know community agencies that may provide services for the student and/or family in local community and state.
    b. To provide direct and frequent communication with parents, school personnel and/or community agencies (i.e. behavior management, consistent

interventions, behavior and academic growth).

3. To maintain ongoing assessment and evaluation in order to pinpoint needs in the student's individual educational program.

    a. To develop an appropriate assessment package to ascertain the needs of the identified student.

    b. To administer behavioral, achievement, aptitude and/or motor assessment measures as needed by the student.

    c. To develop a needs profile of each student.

    d. To determine priorities for social and/or academic skill development of each student.

4. To provide an individualized program for each student to facilitate the development of desired social and/or academic skills.

    a. To plan, implement, and evaluate a comprehensive plan designed to promote social/emotional growth in the student.

    b. To plan, implement, and evaluate an individual program designed to ameliorate an individual's deficits in academic areas by means of an instructional program consisting of sequentical tasks geared to the student's achievement level.

5. To guide the student to develop an awareness of his/or her behavior and its consequences.

    a. To facilitate growth and development of the student in adapting and coping skills.

    b. To help the student adapt to situations which produce stress in such a way as to become less vulnerable to emotional stress.

    c. To improve the student's skills in interpersonal relationships (e.g. peers, parents, authority figures.)

    d. To provide opportunities and experiences for the student in order to enhance his/her self-concept.

Implementation

1. Organization

    a. Facilities

    In order to have a fully functioning program, certain minimum space requirements must be met. Please see acreditation standards. A regular size classroom or a room not less than one half this size, is strongly recommended. The classroom for this resource program must be large enough to accommodate both individual and group activities going on simultaneously with minimum distractions to each. Ideally the classroom should be equipped with sink and counter space, storage cabinets, adequate lighting and ventilation. Bathroom facilities should be adjacent to the calssroom. Unique to the implementation of this special program, a time out facility should also be provided. Please see State recommended Guidelines for 1975 for equipping the resource room. Page 44.

b. Case Load

In order to meet state funding requirements and still have an adequate educational program for emotionally disturbed students, the absolute maximum number of students to be seen in the resource class should be twenty. The average number of students to be seen in an hour should be four. This is a case load recommended by the State Department of Education based on a survey of programs for eomtionally disturbed students throughout the state of Florida.

c. Scheduling

The time spent in the resource room should be scheduled flexibly according to the individual program of the student. In most cases, consistent daily time blocks are most advantageous. In addition, time must be made available to see students individually. Because of the need for on going educational assessment, time during the school day must also be available to the resource teacher for direct classroom behavior observation and/or for testing of identified students and/or possible candidates for program services. The resource room should never prevent participation in special school activities. Should a conflict arise, the regular classroom teacher and the resource teacher will accommodate their schedules to allow for this activity.

2. Instructional Program

a. Curriculum

The curriculum must be set up on the basis of the student's nature and his needs. This would include both affective and academic needs. Although much work has been done in the affective domain in the development of a taxonomy of educational objectives, very little has been specifically oriented to the development of an educational curriculum for emotionally disturbed students. A need for this has been recognized and hopefully publication of these projects will be forthcoming. However, while not following a strict skill hierarchy in the affective domain, the resource teacher must incorporate affective objectives for each student and a variety of activities to implement them. A good example of a book of affective activities, while not written specifically for emotionally disturbed students yet helpful to the resource teacher, is entitled Affective Elements of Career Education in the Elementary Schools by Caplinger, Gallaghler, Leighton, and McComb from Broward County School System, October, 1973. This book is presently available to our schools.

The academic curriculum is based upon existing Alachua County elementary and secondary reading and math objectives. An individualized educational program is developed from the skill hierarchies presented in these objectives. Thus, this portion of the resource curriculum directly correlates to the curriculum that the student will use when he returns to a full-time regualar class. These objectives are:

(1) Elementary Program Objectives for Language Arts and Math

(2) Right on with Reading
    Decoding and Structural
    Introduction and Comprehension

(3) Secondary Social Studies, Science and Math Curriculum Course Objectivies, Revised, May, 1974

b. Techniques/Methods

A combination of individualized methods and techniques are used on a flexible basis as determined by the needs and progress of the students. These methods and techniques are derived from principles underlying different philosophical approaches to teaching emotionally disturbed students. A wide variety of methods and techniques must be implayed to meet both long term goals and immediate objectives for social/emotional and academic growth of each student.

The following are examples of behavior principles from which a variety of methods and techniques may be derived:

To strengthen new behavior, principles that may be used are:

- -Premack Principle (High probability behaviors--those behaviors that are likely to occur, such as eating, playing, perhaps reading--are reinforcing to low probability behavior--those behaviors that are less likely to occur, such as doing math, getting to work, or behaving in a classroom.)
- -Positive reinforcement (selective use of varying schedules of reinforcement for appropriate behaviors)

To develop new behavior, principles that may be used are:

- -Successive Approximations Principle
- -Modeling Principle
- -Cueing Principle
- -Discrimination Principle

To maintain new behavior, principles that may be used are:

- -Substitution Principle
- -Intermittent Principle

To stop inappropriate behavior, principles that may be used are:

- -Satiation Principle
- -Extinction Principle
- -Incompatible Alternative Principle
- -Time-out

To modify emotional behavior, principles that may be used are:

- -Avoidance Principle
- -Fear Reduction Principle*

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*Taken from the book Changing Children's Behavior by John D. Krumboltz and Helen B. Krumboltz, one of the many books published about behavior principles.

The following is a partial list of activities also used to change behavior. A variety of methods and techniques may also be derived from these:

- -Role Playing
- -Interpretive
- -Music
- -Art
- -Bibliotherapy
- -Reality Therapy
- -Simulation Games
- -Magic Circle
- -Values Clarification
- -Individual/Group Interactions
- -Creative Dramatics
- -Puppetry
- -Open ended sentences/stories
- -Pantomime
- -Play Therapy
- -Active Listening

c. Materials

Various standard as well as non-standard materials are utilized in the resource program for emotionally disturbed students in order to meet the individual student's academic and social needs. Many commercial as well as teacher made games are used to teach some of the following social objectives: to share and take turns, to respect the rights of others, to participate as a leader and a follower, to follow directions, to establish positive relationships with peers and adults. The list of commercial games to achieve these is endless. Therefore, the resource teacher should purchase materials only after she considers the social/emotional and academic needs of each student.

Token systems of reinforcement are often used by the resource teacher in the management of classroom behaviors. Some items not commonly found in the regular classroom setting are necessary to implement such token reinforcement systems. For example, a child's correct response may be rewarded immediately with tangible or intangible tokens such as candy or points. A number of these reinforcers in turn may be saved and exchanged for special privileges, activities, or other tangible itmes such as model cars, crayons etc. These tangible items should be considered as consumable supplies in developing the budget for the resource program for emotionally disturbed students.

d. Transfer to Regular Class

The major goal of the resource room is to help return the student full time to the basic school program as an effectively contributing member. Therefore, when the student demonstrates the ability to function as an effectively contributing member within the school setting, a systematic process then begins to help return the student to his/her classroom full time. This transfer is accomplished by gradually transferring control over the student's program to the regular classroom teacher. Examples of how this can be done are:

(1) Reducing content areas covered in the resource room.

(2) Reducing the time scheduled in the resource room.

(3) Aid the classroom teacher in establishing contingency management program.

(4) Placing regular classroom participation on a higher contingency.

(5) Follow up activities (i.e. use of resource room as a weekly or monthly place for reinforcement, intermittent conferences with teachers and students).

3. Evaluations

One of the objectives stated earlier for the resource teacher of emotionally disturbed students is to maintain ongoing assessment and evaluation and to develop an appropriate assessment package to ascertain the needs of the identified student. One part of this package must include instruments to assess and evaluate the student's behavior patterns. Written evidence on file must include several systematic classroom behavior observations, done by the resource teacher, and a normed behavior rating scale such as the Devereux, completed by the referring teacher. Anecdotal records by the regular classroom teacher should also be included as well as any informal behavior checklist the resource teacher may develop. This part of the assessment package should be done before the child is placed in the program. All other instruments used as evaluation measures for pre-testing and diagnosis, must also be used for post-testing and evaluation, and this testing should take place after the student is identified and placed in the program. All these instruments used should help the resource teacher develop an appropriate individualized program for each student. Other examples of diagnostic and assessment techniques may include:

a. Individualized conference, counseling, and tutoring

b. Group counseling

c. Rap sessions, peer counseling, magic circle and boundary breaking

d. Sociograms

e. Systematic reporting for students, parents, and school personnel

The assessment package is to be developed by each individual resource teacher. Each teacher may prefer certain test instruments over others or may feel more comfortable and experienced in administering certain tests. Therefore the following list of instruments is not all inclusive, but serves only as a representative sample of those most commonly utilized by professionals in the field.

a. Behavior Rating Scales

- -CASES Profile
- -Devereux Behavior Rating Scale
- -Frequency counts of pinpointed behavior by direct observation
- -Walker Problem Checklist
- -Ottawa School Behavior Checklist
- -Bower-Lambert Behavior Rating Scales
- -Behavior Problem Checklist (BPC)

b. Achievement

- -Gates McKillop Reading Inventory
- -Informal and Formal Inventories
- -Key Math
- -Peabody Individual Achievement Test (PIAT)
- -Spache Diagnostic Reading Test
- -Mills Learning Methods Test
- -Wide Range Achievement Test (WRAT)
- -Durrell Analysis of Reading Difficulty

c. Process Skills

- -Illinois Test of Psycholinquistic Abilities (ITPA)
- -Peabody Picture Vocabulary Test (PPVT)
- -Slingerland
- -Mills Learning Methods Test
- -Psychoeducational Inventory of Basic Learning Abilities

d. Motor

- -Purdue Perceptual Motor
- -Frostig
- -Lincoln Oseretsky
- -Dubnoff School Program

4. Program Personnel

As in all areas and levels of education, it is the teacher who actually makes the program effective. To have success in program implementation, the employment of competent teachers is of primary importance. Nationally, there is a shortage of qualified personnel in this area of specialization. However, the following statements listed in the recommended State Guidelines-1975, will serve to assist administrative personnel in the selection and placement of teachers to work with emotionally disturbed students.

The teacher of the emotionally disturbed should not only have a knowledge of, but also have the ability to demonstrate the following:

a. Have a knowledge of behavioral and academic characteristics of emotionally disturbed children.

b. Have a knowledge of educational strategies utilized with disturbed children, the theoretical rationale underlying the various strategies and be able to describe and defend a personal orientation.

c. Have a knowledge of realistic alternatives in the management of disturbing behavior.

d. Have a knowledge of how to individualize instruction within a group setting.

e. Have a knowledge of materials and approaches to be utilized in teaching reading, arithmetic, social skills, vocations and other school subjects.

f. Have a knowledge of behavioral and academic assessment instruments and how these instruments may be utilized in educational planning.

g. Have a knowledge of general policies regarding referral and placement procedures for emotionally disturbed children.

h. Have a knowledge of ancillary services which teachers of the emotionally disturbed may utilize in order to assist children.

i. Have a knowledge of public relations procedures in soliciting assistance and support from various service organizations and/or clubs.

j. Have a knowledge of state and federal laws which govern provisions for emotionally disturbed children.

DEVELOPMENT AND EVALUATION OF INSTRUCTIONAL PROGRAMS FOR THE EMOTIONALLY DISTURBED

A. Definition

An emotionally disturbed student is one who exhibits *consistent and *persistent signs of behaviors such as withdrawal, distractability, hyperactivity, or hypersensitivity. SBER 6A-6.301(6)

B. Criteria for Eligibility for Special Programs

A child is eligible if:

1. enrolled in or eligible for enrollment in the public schools of a district;
2. exhibits learning problems that are not due primarily to mental retardation;
3. exhibits severe behavior disorder that cannot be controlled or eliminated by medical intervention;
4. exhibits an inability to build or maintain satisfactory interpersonal relationships with adults and peers;
5. exhibits the following characteristics to the extent that he or she cannot take advantage of or respond to the basic program:

   a. general characteristics

      (1) an inability to learn that cannot be explained by intellectual, sensory or health factors;
      (2) inappropriate types of behaviors or feelings under normal circumstances;
      (3) general pervasive mood of unhappiness or depression;
      (4) a tendancy to develop physical symptoms, pain or fears associated with personal or school problems.

   b. A more precise list of behaviors that may be observed in the student are as follows:

      (1) Short Attention Span: unable to concentrate; not able to pay attention long enough to finish an activity;
      (2) Restless or Hyperactive: moves around constantly, fidgets; doesn't seem to move with a purpose in mind, picks on other children.
      (3) Does Not Complete Tasks: Careless, unorganized approach to activities; does not finish what is started, does not seem to know how to plan to get work done;

*Persistent - existing for a long or longer than usual time; continuing in a course of action without regard to opposition or previous failure.

*Consistent - marked by harmony, regularity or steady continuity throughout; showing no significant change, uneveness or contradiction.

(4) Listening Difficulties, Does Not Seem to Understand: has trouble following directions; turns away while others are talking, does not seem interested;

(5) Avoids Participation With Other Children or Only Knows How to Play by Hurting Others: Stays away from other children, always plays alone, leaves a group of children when an activity is going on, bites, hits, or bullies;

(6) Avoids Adults: stays away from adults, does not like to come to adults for attention;

(7) Repetitive Behavior: does some unusual movement or repeats words over and over, cannot stop activity himself;

(8) Ritualistic or Unusual Behavior: has a fixed way of doing certain activities in ways not usually seen in other children;

(9) Resistant to Discipline or Direction: impertinence, defiant, resentful, destructive or negative, does not accept directions or training, disagreeable, hard to manage, destroys materials or toys deliberately;

(10) Unusual Language Content: (bizarre, strange, fearful, jargon, fantasy) very odd or different talk with others or in stories;

(11) Speech Problems: rate - speech that is unusually fast or slow; articulation-difficulty making clear speech, repeating sounds, words or phrases, blocking words or sounds; voice-unusually loud, soft, high or low, scratchy; no speech-chooses not to talk or does not know how to talk so that others can understand;

(12) Physical Complaints: talks of being sick or hurt, seems tired or without energy;

(13) Echoes Other's Speech repeats another person's words without intending for the words to mean anything;

(14) Lack of Self-Help Skills: unable to feel self, unable to dress self, unable to conduct toilet activities unaided, or to carry out health practices such as washing hands, brushing teeth, etc.

(15) Self-Agressive or Self-Deragatory: does things to hurt self, says things about self;

(16) Temperamental, Overly Sensitive, Sad, Irritable: moody, easily depressed, unhappy, shows extreme emotions and feelings;

(17) Withdrawn: daydreams a great deal, does not mingle freely with other children, gives in, complies without much show of feeling (but may occasionally "blow-up"), not included by other children; doesn't have friends, tends to be an "isolate," out of touch with reality;

(18) Anxious: keeps asking "Is this right?" "Did I do this right?" wants constant reassurance, has nervous mannerisms, fidgets, bites nails, chews pencils, etc., seldom satisfied with own performance, tends not to get finished, persistent, tends to over-study; tends to be preoccupied with disaster, accidents, death, disease.

These criteria should be used to identify seriously emotionally disturbed students, not students exhibiting classroom management or "behavior" problems. Students should be provided careful diagnosis so that placement in inappropriate programs can be avoided.

APPENDIX D

COPY OF THE SCRIPT CONTENT FOR VIDEO TAPE PRESENTATION

VIDEO TAPE SCRIPT

THE MOST OFTEN ASKED QUESTIONS CONCERNING THE PROGRAM FOR EMOTIONALLY DISTURBED STUDENTS

Program Director:	Dolores Munyer	
Panelists:	Dr. Donald Williams	Psychologist
	Dr. Gerry Combs	"
	Janice Benet	Teacher of the Emotionally Disturbed
	Lucy Erstling	"
	Bill Evans	"
	Jon Saulson	"
	June Taylor	"

PART I: IDENTIFICATION AND REFERRAL PROCESS

Psychologists

PART II: PANEL DISCUSSION

Gerry — 1. How does the school become initially alert to the fact that a child may have problems of an emotional nature? What is an ED child?
- (a) characteristics of an ED child
- (b) what a psychologist looks for in identification
- (c) state definition of ED child

Don, Lucy — 2. What should I, a regular classroom teacher, do when I spot a child who exhibits some of these behavior characteristics?
- (a) discuss with school counselor
- (b) keep written record of child's behavior patterns
- (c) ED resource teacher input on suggested alternatives

Don, June, Bill — 3. What if I think there is some problem with the child, but I don't know what it is?
- (a) counselor interaction and input
- (b) ED resource teacher input on what to look for and what to be aware of
- (c) guidance on how to take down behavior observation without interpretation
- (d) input of other resource personnel

Don, Gerry, Jon — 4. What if I am the only one who sees this child as having a problem?
- (a) necessary to have detailed behavior observations recorded and written, this is necessary in all cases for children referred for ED
- (b) case study conference must be done with the minimum of counselor, ED resource teacher, and referring teacher as participating members
- (c) importance of ED teacher being included in this case study conference; his or her participation may help cut down the number of unnecessary referrals
- (d) observations done by ED teacher may help regular teacher's perceptions of child change

Don
Bill

5. Why can't you place a child in two or more exceptional student programs?
   - (a) law says identify according to the primary disability
   - (b) cannot get funding on dual placements
   - (c) if children were placed in more than one ESE program, they would be out of the mainstream of their education

Gerry

6. What do you do with a child who seems to have more than one disability?
   - (a) psychologist tries to identify all of the child's disabilities and may make suggestions in how to deal with them
   - (b) child's primary disability is used for psychologist's recommendation for placement in ESE program
   - (c) might mention that PPS must identify and that ESE must declare eligibility

Jon

7. How does a school, or a regular classroom teacher deal with the child's secondary disability if the child is placed in a program to only work on his primary disability?
   - (a) mention training and background of ED teacher to help in most areas of disability
   - (b) ED teacher does try to work with child in all areas of disability
   - (c) mention the importance for time to be set aside during the week for special area teachers to meet together and discuss their children so that they may help each other with the secondary disabilities

Lucy

8. What happens to a child who is not eligible for the ED program, but I still feel the child has problems?
   - (a) importance of time set aside for ED teacher to work or help with non-program children
   - (b) ED teacher can help prescribe different interventions for the classroom teacher to try
   - (c) counselor and ED teacher may offer input together on strategies to try

June
Janice
Jon

9. What is expected of me, a regular classroom teacher, once a child in my class is placed in an ED program?
   - (a) child who is ED can not be cured by ED teacher alone
   - (b) stress the cooperative team effort to work with the child (may include entire school personnel)
   - (c) list some things the teacher may and should do in working with you (behavior observation, charting, trying different teaching strategies, behavior modification)
   - (d) for most effective and successful results ED and classroom teachers must work together, otherwise expect limited results
   - (e) stress the importance of bringing some stability and consistency to the child's day

June Janice Lucy Bill Jon	10.	How does the ED teacher work with these children? (a) ED teachers use combination of teaching methods and strategies (b) give some examples of methods and techniques (c) mention that traditional as well as non-traditional materials are used (d) mention that some behaviors may get worse before they get better (e) mention that different token and reinforcement systems are used
June Janice	11.	How do I explain to other children why Johnny is getting special treatment? (a) explain different ways that your school may have dealt with this question (b) ED teacher and counselor may help in speaking to the class
Janice Lucy	12.	How and who decides when a child in ED program should be dismissed? (a) usually initiated by ED teacher (b) conference of ED teacher, counselor, and the child's classroom teacher needs to take place (c) psychologist may be asked for input in certain cases (d) necessary to have written evidence that child no longer needs the program (behavior observations, behavior rating scale)
June Janice Lucy Bill Jon	13.	What do I do about grades for this student who is absent from my class during the time he is with the ED teacher?

More detailed answer to #10. How does the ED teacher work with these children?

Examples of approaches mentioned in the video tape:

- Applied Behavioral analysis
- Reinforcement systems
- Reality Therapy
- Values Calification
- Simulation Games
- Group Dynamics
- Magic Circle
- Life Space Interview
- Self-Awarness Theory
- Contingency Contracting
- Psychoeducational approach
- Eclectic
- Ecological-Community approach

Others not mentioned in the tape:

- Art Therapy
- Music Therapy
- Puppetry in Therapy
- Role Playing
- Dance Therapy
- Concept of Therapeutic Milieu
- Therapeutic Play Techniques

The answer to this question in no way suggests or implies that teachers of the emotionally disturbed must use one of the above mentioned approaches. We merely want to present a number of techniques or approaches used with these children by professionals in the field. All members of the panel felt that the best approach to use with the child is the one you feel most comfortable with and have the most training and knowledge about.

APPENDIX E

DR. GORDON'S DETAILED TECHNICAL ANALYSIS OF THIS YEAR'S DATA

Technical analysis of the pre- and post- data on target population of presently identified emotional disturbed students in five (5) Title VI - B elementary schools, grades three (3) through five (5).

Ira J. Gordon

Report to the Director
Exceptional Student Education Program & Coordinator
Title VI - B Project Alachua County

May 30, 1975

The pre- and post- data on the Wide Range Achievement Test (WRAT), Devereux Elementary Behavioral Rating Scale, and the Elementary form of the How I See Myself were analyzed.

PRE - POST CHANGES

The first analysis was of the changes pre- to post- on each of these measures of the total population and separately for boys and girls. Table 1 contains the means and standard deviations and indications of statistical significance (t test).

Inspection of Table 1 indicates that scores on the WRAT for all three measures reading, spelling, and mathematics were significantly higher at the end of the program than at the beginning. This also held true for the boys as a group but did not hold true for the girls as a group. For the girls, the mathematics scores are significantly higher at the end of the program, and there are no differences in reading and spelling.

Since one would expect improvement over time, and since there is no control population, it is not possible to state that the WRAT gains are strictly due to the program. Only by an examination of grade level norms would it be possible to state that the gains either equal or exceeded the expectation of these children. Further, in the case of the girls, it may be more safely assumed that the program did not have a significant impact on academic achievement as measured by the Wide Range Achievement Test.

Examination of the Devereux means show several movements in a positive direction from pre- to post-. The total population showed decreases in classroom disturbance, disrespect and defiance, inattentive withdrawn behavior, and external reliance; and increases in comprehension, creative

* P = .05
** P = .01

TABLE 1 Means and Standard Deviations on Measure

	PRE						POST					
	Total (N=49)		Boys (N=31)		Girls (N=18)		Girls		Boys		Total	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
WRAT												
Reading	45.06	14.48	42.29	14.75	49.83	12.66	53.11	14.13	47.65**	13.29	49.65**	13.86
Spelling	30.57	6.96	29.13	6.97	33.06	6.20	34.50	8.81	31.10**	6.25	32.35	7.48
Math	26.39	4.62	26.03	5.18	27.00	3.38	29.33*	3.35	27.90**	4.34	28.43**	4.06
DEVEREUX												
Classroom Disturbance	16.20	5.21	16.97	5.07	14.89	5.18	14.56	5.18	14.13**	4.02	14.28**	4.49
Impatience	13.67	4.29	13.68	4.26	13.67	4.35	14.72	4.12	12.48	3.30	13.31	3.79
Disrespect-Defiance	11.37	4.22	11.35	4.48	11.39	3.74	10.44	3.22	9.81*	2.69	10.04**	2.91
External Blame	11.12	4.91	10.52	4.88	12.17	4.79	12.33	3.82	11.35	3.72	11.71	3.79
Achievement Anxiety	11.02	3.97	10.35	3.46	12.17	4.50	11.67	3.53	11.29	4.13	11.43	3.92
External Reliance	19.43	5.47	19.87	5.13	18.67	5.93	17.72	4.99	18.10	4.38	17.96*	4.62
Comprehension	8.57	2.89	8.74	2.91	8.28	2.82	10.44	2.79	10.39**	2.94	10.41**	2.89
Inattentive-Withdrawn	16.12	4.36	16.29	4.37	15.83	4.32	14.61	4.99	14.06*	4.33	14.27**	4.59
Irrelevant-Responsiveness	10.55	3.46	10.77	3.51	10.17	3.35	10.44	3.82	9.84	3.06	10.06	3.37
Creative Initiative	7.67	2.44	7.35	2.27	8.22	2.63	8.72	3.30	9.23**	3.54	9.04**	3.46
Need Closeness to Teacher	11.61	3.50	11.45	3.57	11.89	3.36	13.89*	3.99	12.97	3.89	13.31*	3.95
HISM												
Teacher School	23.29	5.80	23.16	6.41	23.50	4.56	20.05*	5.18	23.09	5.13	21.98	5.35
Physical Appearance	28.71	6.79	28.03	6.35	29.89	7.34	29.67	5.45	29.71	6.59	29.73	6.20
Interpersonal Adequacy	65.33	11.50	63.90	11.68	67.78	10.77	62.67	6.95	64.58	9.77	63.88	8.89
Autonomy	31.59	7.44	30.81	7.45	32.94	7.21	30.78	5.22	30.74	6.52	30.76	6.08
Academic Adequacy	22.86	4.60	23.06	4.77	22.50	4.27	22.00	3.54	23.19	4.18	22.76	4.00

initiative and need for closeness to the teacher. One might interpret the decrease in external reliance and an increase in the need for closeness to the teacher to mean a change toward more enotional dependence on the teacher but less instrumental dependence. This would be positive movements in both cases. It would mean a closer affective relation with the teacher while more independence to do one's own work.

The Devereux scores for the boys show decreases in classroom disturbance, disrespect and defiance, inattentive withdrawn behavior; and increases in comprehension, and creative initiative. The girls show only an increase in comprehension and in need for closeness to the teacher. Generally, as in the case of the WRAT the results seem to be more profound for the boys than they are for the girls.

There were no significant differences pre- post- for the How I See Myself Scale either for the total population or for the boys. In the case of the girls, scores on teacher-school went down from pre- to post-. This may reflect positive movement. The initial scores were extremely inflated when compared to the general Alachua County norms. The post-scores more closely resemble these norms. In view of the fact that extremely high scores on the How I See Myself Scale may really reflect defensiveness and anxiety, this movement is in the positive direction. When boys and girls are compared, there are no significant differences between the sexes at entry, and only two at the end of the program. Girls are seen by teachers as significantly more impatient than boys, and report themselves lower in teacher-school positive relationships on the HISM.

In summary, the program seems to have a definite impact on the classroom behavior of boys and probably an impact on the academic achievement of boys. The program seems to have little, if any, impact on academic achievement or classroom behavior of girls. It may have some impact for the girls on their views of teacher-school.

RELATIONSHIPS AMONG VARIABLES

A second analysis consisted of a correlational study of these three sets of variables. This study was designed as a cross-lagged study, which meant an investigation of the relationships at the beginning and at the end of the program and the predictive relationship of each variable pre- to each variable post-.

Tables 2 through 8 present the data. Table 2 presents the relationships between the How I See Myself and WRAT Scores, pre- and post- programs. The hypothesis was that at entry into the program there would be rather little relationship between how a child reported on himself and his actual academic performance, but that by the end of the program these two would more closely relate to each other. The correlation indicates the relative standing of a child at entry to the program in comparison to the other members of the group, on the two measures, where the relative standing on one reflects relative standing on the other. A correlation of 1.0 between math and teacher-school would indicate that each child's rank within the group on math was identical with rank on teacher-school. Analysis of Table 2 indicates that there is a significant relationship between 4 factors of the How I See Myself Scale and spelling, 2 of the factors to reading and none to mathematics. At the end of the program, there are 4 out of 5 relationships to reading, 3 for spelling, and 2 for mathematics.

TABLE 2

Relationships Between HISM and WRAT Scores,
Pre- and Post- Program

	Pre			Post		
	Reading	Spelling	Math	Reading	Spelling	Math
		Total (N=49)				
Teacher-School	.11	.27*	-.01	.07	.07	-.32*
Physical Appearance	.27*	.37**	-.02	.49**	.52**	.28*
Interpersonal Adequacy	.19	.21	.03	.35*	.32*	-.02
Autonomy	.23	.38**	-.01	.28*	.21	-.09
Academic Achievement	.30*	.37**	-.05	.49**	.50**	.17
	*r=.27, p=.05 **r=.36, p=.01					
		Girls (N=18)				
Teacher-School	.32	.58*	-.18	.34	.37	-.47*
Physical Appearance	.32	.33	-.09	.61**	.70**	.35
Interpersonal Adequacy	.28	.32	.06	.63**	.66**	.02
Autonomy	.35	.36	-.09	.36	.28	.07
Academic Achievement	.30	.34	.13	.59**	.63**	.14
	*r=.47, p=.05 **r=.59, p=.01					
		Boys (N=31)				
Teacher-School	.03	.17	.03	.00	-.05	-.20
Physical Appearance	.21	.36*	-.01	.45*	.46**	.26
Interpersonal Adequacy	.10	.10	.00	.28	.20	.00
Autonomy	.14	.36*	.03	.25	.19	-.15
Academic Achievement	.34	.44*	-.11	.51**	.53**	.23
	*r=.36, p=.05 **r=.46, p=.01					

The picture is clearer in terms of changes for the girls. At entry into the program there are virtually no relationships between how girls reported on themselves on the How I See Myself Scale and their actual standing on WRAT scores within the group. At the end of the program, however, the relationships were extremely evident, especially for reading and spelling. It is interesting to note that there is a negative relationship in mathematics between standing within the group on that score and standing within the group on the teacher-school factor. For the boys there is also movement from pre- to post- on the reading domain.

The hypothesis is generally sustained. Children's views of themselves as reported on the How I See Myself Scale are in closer harmony to their academic performance at the end of the program than they are at entry to the program. This is especially true for the girls.

The cross-lagged test consists of an examination of pre- How I See Myself to post- How I See Myself, pre- WRAT to post- WRAT and then pre- scores on each measure to post- scores on the other. These are reported on Tables 3, 4, 5, and 6.

Table 3 indicates that while there are significant relationships practically across the board between pre- and post- How I See Myself scores, this is less true for the teacher-school area. Teacher-school pre-predicts only teacher-school post. Further, the amount of correlation (the highest being .57 between pre- and post-scores on physical appearance) indicate that there is consideral movement within the group over the course of the program. This is further evidenced by the fact that the pretest correlations among the How I See Myself factors generally run higher than these pre- to post- test correlations (see attached computer printouts).

TABLE 3

Pre-HISM to Post-HISM

Total (N=49)

	Post-				
Pre-	Teacher School	Physical Appearance	Interpersonal Adequacy	Autonomy	Academic Achievement
Teacher School	.42**	.10	.06	.20	.13
Physical Appearance	.31*	.57**	.33*	.32*	.33*
Interpersonal Appearance	.34*	.36**	.37**	.43**	.46**
Autonomy	.28*	.26	.35*	.38**	.38**
Academic Achievement	.26	.36**	.38**	.44**	.44**
		Girls (N=18)			
Teacher School	.29	.07	-.21	-.07	-.28
Physical Appearance	.46	.64**	.47*	.15	.34
Interpersonal Appearance	.39	.46	.32	.29	.35
Autonomy	.03	-.09	-.08	-.17	-.10
Academic Achievement	.43	.39	.61**	.29	.39
		Boys (N=31)			
Teacher School	.52**	.19	.09	.44*	.33
Physical Appearance	.26	.56**	.28	.41*	.32
Interpersonal Appearance	.33	.36*	.42*	.52**	.50**
Autonomy	.36*	.45*	.54**	.63**	.58**
Academic Achievement	.22	.40*	.33	.56**	.46**

Table 3 also indicates that there is far more movement among the girls in relative positions on the scale from pre- to post- than for the boys. For example, teacher-school, autonomy and academic adequacy show no significant correlations pre- post- for the girls whereas every factor relates significantly to some other factors pre- post- for the boys. In the case of the girls, there are no significant correlations pre- post- for each factor with itself, except in the case of physical appearance. Every How I See Myself factor pretest correlates with its post-test score for the boys.

Table 4 indicates that there are substantial and very high relationships between pre and post scores on the Wide Range Achievement Test, especially in reading and spelling.

Academic scores are relatively stable within the total population. This stability is more characteristic of boys than it is of girls. Relative academic position within the population is more stable across the program than is self-concept as measured by HISM. This might mean that while the mean scores on HISM do not reflect change, children's views are modified in two ways. First, they tend as a group to become more realistic (Table 2) and second, individuals modify their relative positions within the group (Table 3).

Tables 5 and 6 were designed to examine the relative predictability of academic achievement on self-concept and self-concept on academic achievement. Table 5 indicates that how children view themselves at the beginning of the program is reliably although not substantially predictive of how well they perform in spelling at the end of the program. In addition, how girls view their physical appearance and their relationships to teachers in school at the beginning of the program are

TABLE 4

Relationships Between Pre-WRAT and Post-WRAT Scores

	Reading	Spelling	Math
Reading			
Total	.80**	.71**	.66**
Girls	.78**	.54*	.54*
Boys	.81**	.84**	.69**
Spelling			
Total	.86**	.78**	.53**
Girls	.70**	.59**	.53*
Boys	.95**	.92**	.50**
Math			
Total	.39**	.36**	.78**
Girls	.25	.02	.71**
Boys	.45*	.56**	.80**

predictive of both reading and spelling performance. How boys view their academic adequacy is predictive of reading and spelling.

Table 6, on the other hand, indicates that spelling scores at the beginning of the program is generally predictive of How I See Myself scores except in the area of teacher-school. Reading scores predict for the total population how one eventually views personal appearance and academic adequacy while there is a negative relationship between entering performance in mathematics and exit view of oneself in the teacher-school domain.

The girls show no significant relationships of pre-WRAT to post-HISM. Boys entering reading is predictive of personal appearance and academic adequacy and spelling of personal appearance and academic adequacy.

The entering self-concept of the girls seem to have more impact on their final achievement scores in reading and spelling than did their achievement scores influence their self-concept. Boys' relationships tend to flow both ways. How I See Myself factors which relate to the academic scores are different for boys and girls. Girls entering views of oneself on teacher-school and physical appearance were predictive of reading and spelling. The significant variable for boys is their view of academic adequacy.

In terms of the general theoretical issue of the mutual effects of achievement and self-concept, the data indicate that there are different patterns of relationships for boys and girls between views of themselves and academic achievement.

DEVEREUX ITEMS

The correlational analysis of relationships between the Devereux

TABLE 5

Relationships Between Pre- HISM and Post- WRAT Scores

	Post		
	Reading	Spelling	Math
		Total (N=49)	
Teacher School	.21	.30*	.02
Physical Appearance	.40	.46**	.09
Interpersonal Adequacy	.24	.28*	-.02
Autonomy	.33*	.31*	.09
Academic Achievement	.38**	.33*	.07
		Girls (N=18)	
Teacher School	.47*	.62**	.12
Physical Appearance	.55*	.64**	.09
Interpersonal Adequacy	.35	.45	.27
Autonomy	.34	.32	.22
Academic Achievement	.27	.31	.34
		Boys (N=31)	
Teacher School	.10	.15	-.02
Physical Appearance	.26	.26	.06
Interpersonal Adequacy	.14	.11	-.18
Autonomy	.30	.27	.01
Academic Achievement	.47**	.40*	.03

TABLE 6

Relationships Betwen Pre- WRAT and Post- HISM Scores

Pre	Teacher School	Physical Appearance	Interpersonal Adequacy	Autonomy	Academic Achievement
			Post		
			Total (N=49)		
Reading	-.12	.36*	.22	.22	.32*
Spelling	.04	.48**	.31*	.32*	.46**
Math	-.29*	.20	-.01	-.02	.13
			Girls (N=18)		
Reading	.03	.31	.37	.40	.38
Spelling	.11	.34	.40	.38	.37
Math	-.27	.13	-.03	.05	.03
			Boys (N=31)		
Reading	-.10	.40*	.22	.17	.37*
Spelling	.13	.56**	.34	.31	.59**
Math	-.29	.23	.00	-.05	.19

scale scores, HISM scale scores, and WRAT scores were also performed. Table 7 indicates that there are virtually no relationships between Devereux items and the How I See Myself Scale either pre- or post-. What ever correlations did exist occurred between the HISM autonomy scale and Devereux items achievement anxiety, comprehension, creativity and between HISM academic adequacy and Devereux comprehension on the posttest. Generally, whatever is being measured by the teachers' views of the children on Devereux scale is independent of children's views of themselves as reported on the How I See Myself Scale, except in the case of autonomy.

Table 8 presents the relationships between Devereux scores and WRAT scores at the entry and exit from the program. There were a number of relationships at the beginning of the program and practically none at the end. Eight out of the eleven Devereux items related to math performance. None relate at the end of the program. Achievement anxiety, comprehension and creativity were positively related at the beginning of the program to reading and math scores, and comprehension was also positively related to spelling. External reliance was negatively related to reading and spelling at the beginning. At the end of the program, comprehension was related to reading and spelling, and creativity to reading. There were no significant relationships at the end for the girls and only between comprehension, reading and spelling for the boys.

Interpretation is difficult. One might say that whatever it is that the teachers were looking at in observing the children at the beginning of the program was related to how the children performed at

TABLE 7

Relationships Between Devereux Items and HISM, Pre & Post Program (N=49)

	PRE					PRE				
	TS	PA	1A	A	AA	TS	PA	1A	Aut	AA
Classroom Disturbance	-.24	.10	.03	.07	.15	-.21	-.12	-.06	-.02	-.18
Impatience	-.18	.11	.10	.10	.14	-.16	-.06	.02	.00	-.06
Disrespect-Defiance	-.18	.00	-.10	-.12	-.10	-.11	.02	-.06	.02	-.01
External Blame	-.10	-.06	-.02	-.08	-.11	-.20	.14	-.03	.03	.16
Achievement Anxiety	-.13	-.09	-.09	.02	-.08	.09	.16	.03	.27*	.14
External Reliance	-.15	-.12	-.12	-.05	-.21	.11	-.12	-.05	.05	-.19
Comprehension	.16	.02	-.05	.08	.15	.08	.26	.24	.32*	.36*
Inattentive - Withdrawn	.03	.17	.17	.27*	.19	.23	-.09	.02	.05	-.05
Irrelevant Responsiveness	-.27*	-.06	-.16	.00	-.01	-.07	-.13	-.06	.09	-.19
Creative Initiative	-.01	-.05	.17	.00	.03	.06	.25	.25	.35*	.20
Need Closeness to Teacher	.03	-.26	.01	-.12	-.13	.22	.06	.09	.16	.02

TABLE 8

Relationships between Devereux and WRAT
Scores, Pre and Post Program

DEVEREUX	PRE									POST								
	Reading			Spelling			Math			Reading			Spelling			Math		
	B	T	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T	G
Classroom Disturbance	.04	.02	.15	-.04	.00	.24	.27	.29*	.46	-.17	-.18	-.22	-.15	-.15	-.18	.16	.08	-.08
Impatience	-.18	-.06	.18	-.26	-.12	.11	-.05	.02	.23	-.20	-.12	-.16	-.22	-.10	-.13	-.03	.00	-.12
Disrespect-Defiance	.04	.11	.28	-.09	.04	.37	.37*	.39**	.46	.03	-.02	-.14	.08	-.02	-.18	.24	.24	.23
External Blame	.10	.13	.09	-.15	-.02	.09	.37*	.41**	.50*	.08	.06	-.04	.10	.01	-.16	-.21	.24	.25
Achievement Anxiety	.25	.32*	.33	.21	.29*	.32	.36*	.39**	.49*	-.01	.04	.12	-.05	.05	.17	-.19	-.08	.18
External Reliance	-.39*	-.35*	-.25	-.55**	-.44**	-.24	-.22	-.22	-.21	-.32	-.25	-.14	-.32	-.18	-.02	-.14	-.20	-.31
Comprehension	.62**	.54**	.51*	.64**	.53**	.44	.30	.32*	.42	.44*	.36**	.24	.44*	.31*	.16	.07	.09	.14
Inattentive - Withdrawn	-.12	-.14	-.16	-.21	-.16	-.04	-.22	-.30*	-.50*	-.01	-.07	-.18	-.05	-.08	-.15	.09	-.03	-.30
Irrelevant - Responsiveness	.06	.03	.05	.10	.08	.12	.37**	.33*	.30	.00	-.10	-.27	-.07	-.18	-.33	-.14	-.12	-.14
Creative Initiative	.27	.37**	.47*	.13	.26	.38	.28	.28*	.27	.24	.33*	.55*	.19	.25	.39	-.09	-.04	.12
Need Closeness to Teacher	-.16	-.04	.18	-.15	.00	.25	-.05	.11	.55*	-.11	-.07	-.07	-.08	-.11	-.20	-.07	-.01	.05

* P = .05
** P = .01

that time, but that over the program time, academic performance became more and more separated from classroom behavior.

Tables 9 and 10 present the cross-lagged correlations. Table 9 indicates that how teachers saw children as they entered the program in external reliance and comprehension related to how the children performed at the end of the program in reading, spelling, and math. In all cases, comprehension related positively and external reliance related negatively. In addition, there were a total of five Devereux items at the pre-time which related to post-test mathematic scores for the total population. Two of these related in ways one would not expect. That is, disrespect defiance and external blame related positively to math scores. Achievement anxiety also related positively to math.

Table 10 presents the reversed relationships that is, from pre-WRAT to post-Devereux scores. There are very few relationships between academic performance at entry to program and classroom behavior as seen by teachers at the end of the program. Where relationships exist, they are between reading and spelling at the beginning and comprehension at the end in a predictable fashion and creativity at the beginning, spelling at the end in a predictable fashion. Again, the relationships between classroom behavior and mathematics scores are not as one would predict. That is, boys who tend to do well in math in comparison to the rest of the group in the beginning are more likely to be seen as higher on classroom disturbance and placing external blame at the end. Girls who score higher in math in the beginning are more likely to be seen as disrespectful and defiant at the end. For the total group, disturbance disrespectful classroom behavior and external blame as post behaviors are related to higher math scores at pre-time.

TABLE 9

Relations Between Pre - Devereux Scores to Post - WRAT Scores

POST - WRAT

PRE - DEVEREUX	TOTAL			BOYS			GIRLS		
	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
Classroom Disturbance	-.12	-.06	.22	-.09	-.03	.22	-.07	-.01	.36
Impatience	-.15	-.13	.11	-.21	-.14	.12	-.05	-.12	.10
Disrespect-Defiance	-.02	.04	.28*	-.15	-.06	.24	.24	.20	.41
External Blame	-.08	.00	.31*	-.17	-.04	.24	-.04	-.03	.39
Achievement Anxiety	.13	.07	.31*	.16	.17	.29	.01	-.11	.30
External Reliance	-.47**	-.42*	-.28*	-.56**	-.61**	-.26	-.32	-.21	-.30
Comprehension	.58**	.48**	.32*	.67**	.67**	.35	.50*	.32	.31
Inattentive - Withdrawn	-.16	-.16	-.21	-.18	-.26	-.13	-.11	-.02	-.37
Irrelevant - Responsiveness	-.06	-.03	.26	.07	.14	.34	-.25	-.22	.15
Creative Initiative	.32*	.30*	.08	.22	.20	.01	.40	.36	.12
Need Closeness to Teacher	-.06	-.09	.04	-.13	-.15	-.14	.02	-.06	.43

* P = .05
** P = .01

TABLE 10

Relations Between Pre - WRAT Scores and Post - Devereux Scores

POST - DEVEREUX	PRE - WRAT Total			Boys			Girls		
	Reading	Spelling	Math	Reading	Spelling	Math	Reading	Spelling	Math
Classroom Disturbance	.04	-.01	.31*	.02	-.14	.39*	.03	.17	.17
Impatience	-.04	.04	.09	-.13	- 20	.10	-.11	-.02	.02
Disrespect-Defiance	.14	.15	.38*	.18	.09	.34	.04	.19	.49*
External Blame	.12	.13	.39*	.13	.12	.37*	.01	.07	.44
Achievement Anxiety	-.04	.14	.08	-.10	.11	-.01	.07	.19	.33
External Reliance	.16	.18	.00	-.19	-.27	.03	-.09	-.01	-.05
Comprehension	.27*	.37*	.04	.29	.45*	.07	.25	.24	-.04
Inattentive - Withdrawn	.01	.05	-.11	.06	.00	-.05	-.13	.10	-.30
Irrelevant - Responsiveness	.02	.04	-.03	.01	.03	-.15	.00	.01	.19
Creative Initiative	.22	.30*	.15	.10	.27	.14	.56*	.46	.21
Need Closeness to Teacher	-.07	.00	.03	-.16	.00	-.20	.01	-.10	.38

* P = .05
** P = .01

Over all, the relationships between both self-concept and classroom behavior to mathematics are quite different from the relationships between reading and spelling and both classroom behavior and self-concept. The HISM seems independent of math, the Devereux more related. There are no clear reasons why this should be so.

Generally, the cross-lagged technique applied to the How I See Myself scores and the Devereux scores indicate that the How I See Myself Scale is a more consistent predictor of academic scores for reading and spelling than are the teacher's ratings of classroom behavior. There seems to be a close network of relationships between spelling and self-concept both pre- and post- and between comprehension as measured by the Devereux Scale and academic achievement. Of the eleven Devereux Scales, two predict reliably to all WRAT scores (external reliance and comprehension) and one reliably to reading and spelling (creativity). Of the five How I See Myself factors all five predict reliably to spelling and two predict to reading. None predict to math.

The only clear relationship between teachers' views of the children and childrens' views of themselves emerges at the end of the program in the relationship between Devereux comprehension and HISM autonomy and academic achievement. Note that it is comprehension and HISM academic achievement which relates to the WRAT at the exit point. This might indicate movement by all teachers and children to clearer and more realistic concepts of performance.

In summary, the program seems to be influencing both the academic achievement and classroom behavior of the boys in positive directions, and influencing the self-views, and to a lesser extent, the classroom behavior of the girls. Correlational analysis of How I See Myself, Devereux, and WRAT indicate that entering children's views of themselves (HISM) tend not only to become more related toward the end to academic achievement (movement toward reality) but also the entering scores are predictive of final academic achievement particularly in spelling. The patterns are different for girls and boys in reading. Entering classroom behavior (Devereux) in comprehension and to a lesser extent creativity is predictive of academic achievement in reading, spelling, and math. Generally, the prediction of mathematic scores is in the opposite direction to what might have been assumed. It is not clear whether these relationships are unique to this population or to the population at large. The teachers' ratings of children tended to relate to their academic achievement at the beginning of the program, there was no relationship between the teacher rating of child behavior and academic achievement at the end of the program. Children's performance at the end may be more a function of their self-concepts than of the teacher's perceptions of them.

The utility of a multi-variate approach, using academic, teacher rating and child rating is demonstrated. Analysis from both a standard pre- post- framework and a correlational framework indicate that more can be learned of program effectiveness from the combination than from only an achievement test approach.

APPENDIX F

EVALUATION FORM USED BY PRINCIPALS AND COUNSELORS FOR TITLE VI-B PROGRAMS

PROGRAMS FOR EMOTIONALLY DISTURBED STUDENTS

The following is a part of the evaluation of the resource programs for educating emotionally disturbed pupils in the schools. We would appreciate your completing the enclosed questionnaire and returning it to us.

Lucy T. Beckum, Director
Dee Munyer, Coordinator

PLEASE RATE THE FOLLOWING QUESTIONS: THE SCALE GOES FROM LOWEST TO HIGHEST, 1-5

Effectiveness with Pupils Staffed into the Program

1. How effective has the program been in helping students with their emotional problems? 1 2 3 4 5
2. How much improvement has there been in the overall behavior of these students? 1 2 3 4 5
3. How effective has the program been in helping these students academically? 1 2 3 4 5

General Effectiveness in the School

1. Was the program helpful in providing a viable alternative for students with problems? 1 2 3 4 5
2. How valuable has the staffing conference been in providing information and suggestions to help the child? 1 2 3 4 5
3. How effective has the program been in serving all the students who needed the program? 1 2 3 4 5
4. Has the resource teacher been able to provide resource information to other classroom teachers? 1 2 3 4 5
5. How favorably would you react to the possibility of having a similar program again? 1 2 3 4 5
6. How effectively did this model meet the needs of the identified population? 1 2 3 4 5
7. How favorably did your regular classroom teachers react to having the program in the school? 1 2 3 4 5
8. How effective was the program in assisting parents? 1 2 3 4 5

Model evaluated: ____________________________

Your title: ________________________________

APPENDIX G

DETAILED REPORT--PARENT EDUCATION

CHILD, YOUTH AND FAMILY CENTER

[illegible] Gainesville, Florida 32601 Phone (904) 377-2788
3615 S.W. 13th Street

A Cooperative Effort Between the Child, Youth, and Family Center and the School Board of Alachua County to Support the Parents and Youngsters in a class for Emotionally Disturbed Elementary Students.

This Report summarizes a cooperative venture between the staff for Exceptional Student Education of the School Board of Alachua County, Florida, and the Alachua Area Child, Youth, and Family Center of the North Central Florida Community Mental Health Center in providing services to a single self-contained class for emotionally disturbed elementary students. The venture was a pilot for our cooperative efforts; and in planning a program which could be reasonably implemented in four to five months, 30 elementary resource programs, 9 middle and high school resource programs and six self-contained middle school and high school classes which serve emotionally disturbed students in Alachua County were not included. The cooperative project was funded by Title VI-B grant.

The project was initiated for the schools almost two years ago by Mrs. Lucy Beckham, Director of Exceptional Student Education. It passed through several hands, changing form on its way to becoming a functioning program for nine troubled youngsters. From the beginning the proposal for services to emotionally disturbed students in Alachua County centered in a psycho-educational model using an educational-therapeutic milieu. The function of the curriculum was to facilitate behavior change and to promote academic achievement. Specific therapy with students and therapy or consultation with parents was to be provided by contracting for delivery of those specific services with an agency outside the school system. Administrative reorganization shifted responsibility for the project in October of 1973.

With the designation of a Coordinator for Psychological Disabilities, the original grant proposal was amended slightly, submitted to the Department of Education, and funded by an award to the School Board of Alachua County under Title VI-B.

In the late Spring of 1974 with the awarding of the grant, Dr. Judith Phillis, Director of the Child, Youth, and Family Center was contacted about providing specific therapeutic services to the students and their families. A contract was drawn between the School Board and the Mental Health Center for services to be delivered to the E/D programs in five schools supported by the Title VI-B grant. Specific responsibility for programs for all emotionally disturbed students was delegated to another staff member within Exceptional Student Education during the summer of 1974. Review of the original contract for services raised some questions and concerns about the kinds of service needed and the scope of the program. While the contract was being renegotiated, reorganization of the children's program in the Mental Health Center shifted responsibility for the delivery of services to a newly appointed Coordinator of the Alachua Area Child, Youth, and Family Center.

In February, 1975, after several meetings, the terms of a new contract were established. The new contract called for the Center's provision of school-based individual and group psychotherapy for the students, school-based counseling or consultation for the parents, consultation with school personnel, and training of the E/D teacher and the aide in parent counseling/consultation through their parcipation in group or individual sessions. Both the Exceptional Student Education staff and the staff of the Child, Youth, and Family Center viewed the delivery of services to the parents or families of the students as the most significant specific therapeutic service. When the contract was officially signed in March, 1975, both parties were eager to achieve as much as possible in the remaining four months.

Although the shifts in responsibility for the project within the School System and within the Center delayed the implementation of the program, it is important to emphasize our perception that the delay was not wasted or meaningless. The meetings between school people and Center people facilitated greater mutual understanding of the hopes, frustrations, operations, and limits of the two organizations.

Each one had special skills which provided a part of the kinds of comprehensive, supportive response needed by these youngsters and by their families. Both groups hoped to see the cooperative, hence more comprehensive, program facilitate meaningful change in the youngsters and families who would be served.

Before describing the implementation of the project itself, it may be useful to share the perceptions of the Mental Health Center in joining this venture. The Comprehensive Children's Services of the North Central Florida Community Mental Health Center and the Alachua Area Child, Youth, and Family Center as one of its five geographical programs, have as an objective the delivery of preventive and intervening mental health services to the children who especially need those services because of unusual stress in their lives. As a federally funded comprehensive children's mental health program, the Center is responsible for providing the five essential community mental health services: outpatient treatment, inpatient care, partial residential care, emergency services, and consultation and education for the community on mental health issues. It is immediately obvious that the greatest concentration of youngsters throughthe age of 18 years is in the public schools. Although the children in private schools are not excluded, the public schools struggle to nurture and educate the great majority of children whose environments and heredity contribute to a high probability of dysfunctional behavior and emotional distress. Because of better accessibility to these high-risk children through the school system and the support which teachers and counselors can provide as a part of their normal functioning, cooperation with the public schools in dealing with the needs of youngsters provides one of the most effective and comprehensive channels for delivering mental health services to youngsters and their parents and families. The delivery of services through the schools has the added advantage of providing the chance to work with the youngsters in a natural environment. Finally, even when specificially worded permission must be granted by parents, the approval of "mental health" intervention by the school board sometimes opens the door to permit intervention or prevention with children who would never be brought into the center itself. In other words, the opportunity to function in the schools provides an effective and economical form of outreach from the center. In our case, then, we were grateful for the opportunity to cooperate with the staff of Exceptional Student Education in delivering specific therapeutic services to the youngsters in the self-contained elementary E/D class and their parents.

In order for a cooperative venture such as this one to function, cooperation and communication must occur at all levels. Although the initial relationship was established with the staff of Exceptional Student Education and the scope of the program was determined at that level, the actual implementation of the program required the special cooperation and involvement of the teacher and the aide. The third component in this cooperative venture, another level of the school system, was the self-contained class for emotionally disturbed elementary students itself. Cooperation and communication at this level involved the certified E/D teacher and his aide and usually through them, the principal. The teacher and the aide maintained the contingency management structure, provided emotional support, and carried out the individualized instruction for the nine youngsters in the class. The educational-therapeutic milieu focused on personal and interpersonal behavior change as well as progress in academic skills. Though the basic structure established the teacher and the aide as behavior managers, they maintained a warm, supportive relationship with each of the youngsters. They also established regular contact with most of the parents and shared with the parents the growth and occasional regressions of their youngsters.

The importance of communication and cooperation was evident at the first meeting involving the teacher, the aide, the coordinator of the Child, Youth, and Family Center, and the coordinator for the Title VI-B project from Exceptional Student Education. Of the two major therapeutic programs outlined in the contract, only one,counseling with the parents,seemed immediately appropriate. Because the class had been functioning with its full complement of students for only four weeks at the time of this first meeting, the teacher and the aide felt strongly that the intrusion of a therapist for group sessions or the removal of a student for individual sessions would be very disruptive. After some discussion, the group resolved to begin with parent counseling individually and/or in a group; and the group began with an informal open house two weeks later. Several weeks later, cooperation and communication also led to the initiation of school-based group therapy for five of the eight remaining students. And finally when the structure, or lack of structure, during the weekly group session created behavior problems for the lunch hour following the session, communication facilitated the addition of some structure and the teacher himself to the group sessions.

From the beginning of the cooperative effort, we hoped to learn as we attempted to facilitate change in the students and in some of their parents. This venture was new for all of us, and we expected to grow as we hoped the youngsters would grow. Perhaps the most significant growth came as a result of struggling with problems.

The most critical problem was the limited voluntary parent involvement. It was most critical because we were united in feeling that facilitation of parental growth and understanding with respect to their children was the most important part of our effort. The contract called for parent counseling or consultation both individually and in groups. Because the class had begun to function in the middle of the school year and because the Center's involvement came four to six weeks after the beginning of the class, an open house was planned to foster personal acquaintance with each of the parents. In spite of careful planning and communication only five of the nine youngsters were represented by one or both parents. Only one pair of parents attended. During the open house the availability of consultation and/or counseling was announced. A parents' group was suggested and met with limited endorsement by the parents. Nevertheless, those present agreed to attend weekly evening sessions in the classroom in order to understand their children and themselves as parents more completely and to develop skills in managing and relating to their children. The parents were afforded great freedom in determining what they wanted to learn or discuss. The group was co-led by a staff member from the Child, Youth, and Family Center and the teacher. But the attendance was poor. The meetings were usually attended by only two families, one mother, and one mother and father. A third mother attended sporadically. Phone calls by the teacher and the aide, and eventually calls by those who did attend the sessions were fruitless. The offers for individual parent consultation or counseling likewise drew no response. When the sessions for the parents were terminated after five or six sessions, the parents reported that the meetings had been helpful but frustrating because of poor attendance.

The experience with parent consultation/counseling produced several resolutions for future efforts with parents of E/D students. First, the need for home visits was evident, especially for those parents who were unable or unwilling to come to the school. We feel that both a Center staff member and the teacher or aide should make the visit and that the visit should focus on getting to know the family and identifying needs that might serve as a focus for consultation or counseling. We hope that beginning the year as a team in meeting students and parents may create a stronger expectation in the parents about the need for and benefit of parent consultation. Because group sessions were preferred initially, a group for parents should be organized next year. We have resolved to structure the group by focusing on concrete topics such as behavioral management skills, communications skills, or simply on common situational topics such as how to respond to temper tantrums, etc. Finally, because it seems that some parents will contact us only if they need us to help resolve a problem, we may move more deliberately to a parent consultation rather than a counseling model of service delivery.

The group session for the five youngsters in the class also encountered some difficulties. The frequency of the session (once weekly) combined with the limited time remaining in the school year (less than three months) to create a difficult mission from the beginning. That difficulty was further complicated when the limited structure of the youngster's group session conflicted with the careful structure that governed behavior during the lunch hour which followed. Finally, the boys themselves asked why the group met only once a week and expressed their wishes for more frequent sessions. Consequently, we cooperatively resolved to schedule sessions for twice a week and to improve continuity between the group and other activities by having the teacher participate as co-leader of the group. If the classes continue to use carefully structured curriculums, then the groups will at least begin with more structure, using topics or activities and then perhaps reduce external structure in increments as the group develops a sense of identity and purpose.

Finally, although communication and cooperation between the Center staff member and the teacher "at the grass roots" were good, irregular consultation and planning were insufficient to insure a well-integrated, cohesive program. Beginning with initial teacher expectations and continuing through the year as the program evolves, weekly conferences must be scheduled if only for a half hour.

What was the essence of the cooperation which enabled the project to serve this self-contained E/D class? First, communication between the Child, Youth, and Family Center and the staff of Exceptional Student Education was frequent and open. Although communication was simplified because only one Center staff member was involved in the brief project, communication continued both at the classroom level and at the administrative level throughout the project. Second, mutual need enhanced the cooperation between the Center and the E/D program. The E/D class needed trained therapists to deliver specific services; the Center wanted greater access to high risk or problematic youngsters in a natural environment. Third, both parties demonstrated flexibility in implementing the project. Finally and probably most crucial, the people involved in the project recognized the limits of their knowledge and skills along with a clear appreciation of their respective strengths. Recognition of limited experience in this sort of cooperative effort created an expectation for mutual growth. Neither group had all of the answers; both were willing and hopeful of learning unique skills practiced by the other as well as the art of cooperating in a comprehensive and hence more complex program serving the multiple needs of emotionally disturbed youngsters.